DOCUMENT RESUME

ED 102 404 95 CE 003 133

TITLE Career Exploration, Level 2. Career-Centered Curriculum for Vocational Complexes in Mississippi.
INSTITUTION Jones County School District, Laurel, Miss.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
NOTE 179p.; For related documents see CE 003 131-134; For the final report see ED 091 605

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; Career Choice; *Career Education; Consumer Education; *Curriculum Guides; Decision Making Skills; Educational Objectives; *Grade 9; Instructional Materials; Multimedia Instruction; *Occupational Clusters; Occupational Information; Resource Guides; Resource Materials; Secondary Education; Self Actualization; State Curriculum Guides; Vocational Development; Vocational Education
IDENTIFIERS *Career Exploration; Learning Packages

ABSTRACT

Intended for the ninth grade, the level 2 career exploration curriculum guide focuses more closely on occupational clusters that have been selected by the student on the basis of interests, aptitudes, and abilities. Orientation to decision making acquaints the student with factors to consider when making more definite career choices. Units based on instructional goals include: (1) increased self-awareness, (2) educational and career planning, (3) indepth study of an occupational interest, (4) simulated work experiences, and (5) information regarding employability skills. Instructional objectives for each unit are written in behavioral terms; learning experiences and resources are directly related to objectives. Resource guides accompany each unit and include transparencies, cassette tapes, manuals, and books. Making up a significant portion of the document, the appendix offers: (1) 72 pages of teaching aids, including a glossary, questionnaires, checklists, sample forms, and supplementary teaching materials; (2) an individualized learning package for consumer education; and (3) an annotated multimedia resource directory of career guidance materials. (MW)

ED102404

BEST COPY AVAILABLE

CAREER—CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI

Career Exploration, Level II
Exemplary Project #0-361-0067 in Vocational Education
Conducted Under Part D Public Law 90-576

J. Harold McMinn
State Director Exemplary Programs
Division of Vocational and Technical Education
P. O. Box 771
Jackson, Mississippi 39205

Reese Ishee, Director
Jones County Exemplary Program
2409 Moose Drive
Laurel, Mississippi 39440

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

MISSISSIPPI STATE BOARD FOR VOCATIONAL—TECHNICAL EDUCATION

G. H. Johnston, State Superintendent of Education
Troy V. Majure, Director, Vocational—Technical Education

and

JONES COUNTY BOARD OF EDUCATION

A. C. Knight, County Superintendent of Education

CE 003 133

Information contained herein is the result of a project being performed pursuant to a grant made available through the bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policies.

2/3

BEST COPY AVAILABLE

Materials in this document were developed by:

Clifton S. Wade
  Coordinator of Career Education
Jasper E. Fail
William V. Moss
Clifton Padgett
Jacqueline C. Myers
Robert L. Davidson
Grady Marshall
James C. Denson

William Risher
Dwight Harrison
James Thomas
Gretchen Cockerham
Gail Pace
Hilda Woodward
Patricia Cress
Linda Grantham
Glenda Wade

With Assistance From:

Mrs. Louie E. Kemp
Instructional Materials Specialist, Home Economics
Research and Curriculum Unit for Vo–Tech. Education
Mississippi State University
Drawer DX
Mississippi State, Mississippi 39762

Mississippi State University does not discriminate on the grounds of race, color, or national origin.

FOREWORD

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations, as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "resowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It represents the results of a rather extensive effort to incorporate a career education concept into a massive public school system.

J. H. McMinn, Coordinator
Research, Curricula & Teacher Education
Division of Vocational-Technical Education

ACKNOWLEDGMENTS

The compilation of this Curriculum Guide for Career Education was made possible by contributions from numerous individuals. Deep appreciation is offered to all contributors for their time, effort, and talents to make this publication possible. Special acknowledgment is extended to the following:

The Mississippi State Department of Education

The Board of Education of Jones County

The administrative, guidance, and teaching staff of the Jones County school system

The parents and students of Jones County

The Division of Vocational and Technical Education of the Mississippi State Department of Education

The Division of Instruction of the Mississippi State Department of Education

The evaluators on the state, regional, and national levels

The Research Coordinating Unit and the Curriculum Coordinating Unit at Mississippi State University

The Guidance Department at the University of Southern Mississippi

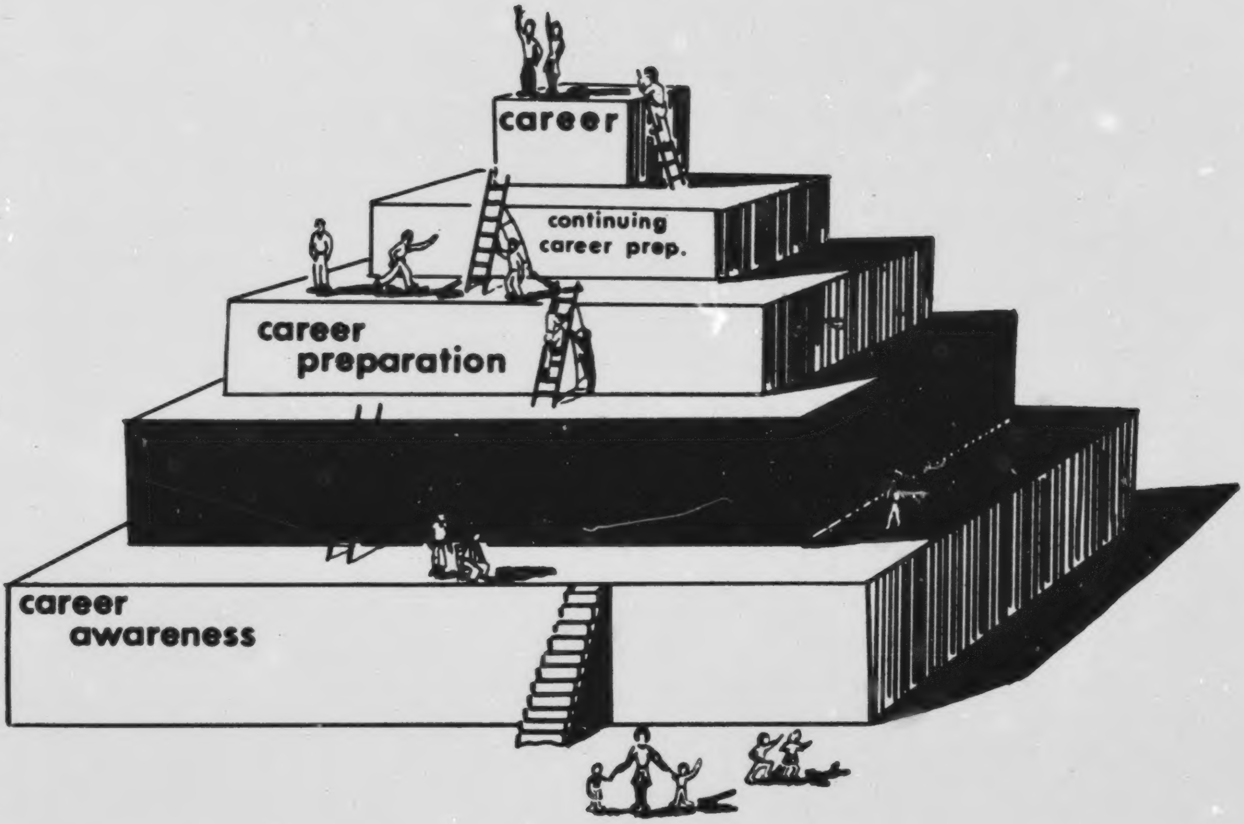
The resource guests who visited the Jones County Exemplary Program

PHILOSOPHY OF CAREER EXPLORATION

Career development is a segment of human development. Career development encompasses many roles that individuals play in life as they go through the process of developing and implementing a self-concept. Exploration of self in relation to education, career pursuits, leisure, understanding, and communicating with others is a vital need of most students during their pre-teen and early teen years. It is upon this premise that we endeavor to unify curriculum systematically and comprehensively.

The intervention of the Career Exploration stage, between the Career Awareness and Career Preparation phases, provides a continuity of progression toward the education of the whole individual. To offer educational programs in the Career Exploration phase that will stimulate students to examine and assess a tentative career hypothesis through learning experiences inside and outside the classroom is a major aim of the Career Exploration phase. Emphasis should be on a broad range of career exploration, using this phase as a vehicle for helping students test present achievements and goals, modify their own behavior, and focus on life as being purposeful and goal-oriented.

Career Education


career
continuing career prep.
career preparation
career awareness

CAREER EDUCATION PHASES

AWARENESS PHASE – A time element within the career education concept denoting grades K-6 of the traditional school organization. This denotes the segment of education for orienting the students to their total environment. It should serve as a time devoted to awakening the interest areas of the student, while molding wholesome attitudes and images toward himself and society.

EXPLORATION PHASE – A time element within the career education concept, spanning grades 7-8 and sometimes grade 9 of the traditional school organization. This denotes the segment of education used to explore the student's occupational interest areas, while developing certain decision making skills. The exploration phase may, for some students, be extended to grade 12.

PREPARATION PHASE – A time element within the career education concept denoting grades 10-12 of the traditional school organization. This indicates the segment of education for developing primary competencies for both job entry and environmental maintenance which is labeled by some proponents of career education as ". . . skills to live by."

CONTINUING CAREER PREPARATION – A time element in the career education concept used for upgrading and continual development of one's competencies.

INTRODUCTION

The Career Exploration phase of career education is one segment of the total instructional program in the Jones County, Mississippi, school system. The function of the Career Exploration program is to introduce students to the world of work through simulated laboratory and real life experiences, and to encourage exploration of self in relation to academic and vocational education.

Career Exploration normally extends from grade 7 to grade 10; but under some conditions and for some students, this phase may be extended to grade 12. There are three substages within the Career Exploration phases. In grades 7 and 8, clusters of careers are explored on a very broad basis. In grade 9, career exploration narrows to fewer clusters that have been selected by the student on the basis of interests, aptitudes, and abilities. These clusters are explored in greater depth than were the 7th and 8th grade clusters. In the 10th grade, the student attempts to identify a single career cluster that he wishes to explore in depth. The academic disciplines, science, math, language arts, and social studies, are fused into the career cluster in such a way that the student will see a relationship between the academic courses and a future career.

Students are rotated through six 6-week units of instruction. These units are: (1) Introduction to Career Exploration; (2) Industrial and Related Occupations; (3) Public Service Occupations; (4) Diversified Occupations; (5) Production, Distribution and Management Occupations; and (6) Evaluation and Planning. The instructional staff effectively utilizes innovative methods and techniques, equipment, materials, multimedia, and human resources to motivate the students and to enrich the teaching/learning situation. A program of work for each unit or area is planned and implemented by a different teacher. Instructional objectives for each unit are written in behavioral terms; learning experiences are directly related to the objectives. Evaluations are based on expected outcomes stated in the objectives. Continuous self- and post-evaluations aid teachers in measuring the behavioral changes taking place in the students, as well as the need for revision or change in instructional content, methods, or techniques. Frequent in-service training programs keep teachers and administrators aware of new concepts of instruction in the field of education. Resource people from business and industry also contribute to these in-service programs.

Constant research by the administrators and the instructional staff keeps them aware of the constant changes and the rapid progress occurring in the educational field and in the world of work. Throughout the Career Exploration phase, a comprehensive guidance and counseling program assists students in attempting to discover their interests, aptitudes, and abilities. The guidance and counseling program also assists students when personal and emotional problems arise, and assists teachers in their planning, preparation, and implementation of activities. Both group guidance and individual counseling have proved to be useful approaches in assisting with the Career Exploration phase. Placement, follow-up and other services of the guidance program give deeper insight into the needs of present and future students.

The administrators and teachers who implemented the Career Exploration program are interested in and concerned about the career or self-development of the student and have contributed tremendously to the success of the program. The valuable help contributed by the entire school system and the community during this vital and pervasive aspect of the lives of students during this Career Exploration phase will influence the future career or self-development of the students.

EDUCATIONAL GOALS

1. Given access to knowledge and information related to careers, students in grades 7-12 will explore career opportunities and will consider career choices as prerequisites to making meaningful decisions when determining future careers.
2. Students will investigate and attempt to assess a tentative career hypothesis through group and individual counseling.
3. Students will attempt to identify personal interests, aptitudes and abilities through participation in a comprehensive testing program.
4. Students will utilize individualized instruction and will select and participate in "hands-on" learning experiences that are related to their interests and are commensurate with their aptitudes and abilities.
5. Students will identify economic benefits that may be derived from academic education, skill training, and personal improvement, by comparing and contrasting career descriptions presented by human and multimedia resources.
6. Students will indicate a feeling concerning the honor and dignity in work after critiqueing presentations made by resource persons from businesses, industries and professions.
7. Students will explore self as a segment of human development and as a segment of career development by utilizing classroom experiences, field experiences, group and individual counseling, and multimedia resources.
8. Through "hands-on" experiences, students will demonstrate that the integration of career development through curriculum in academic and vocational subject matter areas may contribute to more satisfactory career choices.

TABLE OF CONTENTS

Page

Foreword iii

Acknowledgments v

Philosophy of Career Exploration vi

Career Education Phases viii

Introduction ix

Educational Goals x

Introduction to Career Exploration, Level II 3

Instructional Goals, Level II 3
  Goal I 7
  Goal II 17
  Goal III 25
  Goal IV 39
  Goal V 47
  Goal VI 53

APPENDIX A: Teaching Aids A-3

APPENDIX B: Individualized Learning Package
Talking Shop to Teenage Consumers B-5

APPENDIX C: Suggested Supplementary Multi-Media C-3

BEST COPY AVAILABLE

career exploration level II

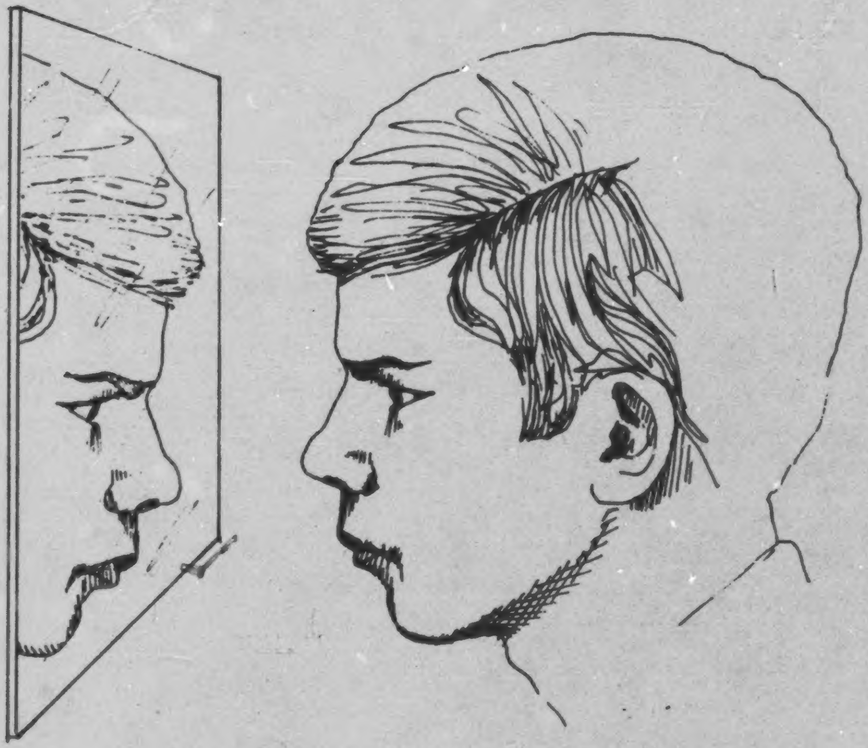
Introduction

Level II of the career exploration phase of career education serves as a link in the gradual process of career choice. This level involves the acquisition of self-understanding and additional knowledge of the world of work. Ninth grade students are encouraged to experiment with their interests and abilities, to participate in a variety of activities or experiences that may indicate a tentative pre-career choice. These experiences may also indicate an elimination of previous career interests. Orientation to decision making acquaints the student with factors to consider when making more definite future career choices.

Instructional Goals

1. The student will increase knowledge and understanding of self-awareness.
2. Following the study of occupations in Level I of the Exploratory Phase, the student will begin educational planning and/or career planning.
3. The student will conduct in-depth studies in occupations related to his interest area.
4. The student will acquaint himself with the American Economic System and relate it to his future career development.
5. The student will be given an opportunity to function in simulated work experiences.
6. The student will acquire information regarding employability skills.

BEST COPY AVAILABLE



self-awareness

Instructional Goal I — The student will increase knowledge and understanding of self-awareness.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. After participating in a variety of activities, the student will orally state and will demonstrate by performance his understanding and acceptance of self.	1. Listen to record, "I've Got to Be Me." Students are asked to react to the record by orally stating what the lyrics meant to them.	Record: "I've Got to Be Me"
	2. Each student will bring a childhood picture to be placed under an opaque projector and viewed by the class. The class will attempt to identify each student, compare and contrast physical changes.	Childhood pictures
	3. Each student will identify a favorite article of his childhood and explain orally the sentimental value attached to the article.	
	4. Each student will bring pictures of teenage idols to be displayed in the classroom. Brainstorm to suggest meaningful slogans of today.	
	5. View, "The Adolescent Experience." Discuss, "Reflections of Myself: The Adolescent Experience."	Sound Filmstrips: "The Adolescent Experience: Shaping Identity"
	6. "Tell-A-Thon" "Be thinkful" about self. Participants will include a Master of Ceremonies and at least five guests to be chosen from the class.	
	7. "Roleplay" "This is Your Life."	

Instructional Goal I

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	Use in-basket technique – list each student's name on separate slips of paper and place in a box. Draw one name from the box and proceed with "This is Your Life." Students will find all possible identifications from early childhood until today that will help to establish awareness and uniqueness of self. These items will be compiled into a scrapbook patterned after "This is Your Life." The title will be unique with each student. The scrapbook will be a continuing project that will lead into developing a resume. 8. Have each student choose the statement that most nearly tells why he is in school. Ask the student to explain orally why he chose this statement. Why Am I In School? 1. To learn basic skills. 2. To learn how to learn. 3. To learn how to become a useful citizen. 4. To prepare to support myself and my family. 5. To give myself a wider selection when I choose a career. 6. To gain greater economic security. 7. To gain personal satisfaction. 8. To prepare myself for an occupation and/or higher education. 9. To increase my feeling of "belonging."	

Instructional Goal I - (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	10. To improve my social relationships. 11. Other reasons.	
	9. "The Crystal Ball Tells All" A fortune teller will predict at least three events that will come to pass in the near future. Stress the fact to each student that this is "Your" year. Ask the question: What do you want to make of your year?	Counselor or other outside person
	This will be a lead-in to letting the students set their goals or objectives for the course.	Goals: See Appendix A (Pages A-52 – A-54)
	10. View and discuss filmstrip, "Values for Teenagers: The Choice is Yours."	Filmstrip: "Values for Teenagers: The Choice is Yours"
	11. View and discuss filmstrip, "Preparing for the World of Work."	Filmstrip: "Preparing for the World of Work"
2. Students will participate in self-evaluation by reading, discussing and performing suggested activities in **Finding Your Orbit.**	12. Have students work through **Finding Your Orbit**. Complete "Summary Sheets" for **Finding Your Orbit.** Activities are listed on pages 1 – 46. Follow directions stated by the teacher.	Pamphlets: **Finding Your Orbit** **Finding Your Orbit Summary Sheets**
	13. Have student fill out questionnaire on "How I See Myself."	
	14. Have student complete their Personal Interest Inventory.	
	15. View and discuss filmstrip, "It's Your Future."	Filmstrip: "It's Your Future"

Instructional Goal I – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	16. Have student fill out filmstrip survey sheet.	
	17. Have students fill out questionnaire on "What Do You Like To Do?"	See Appendix A (Pages A-11 – A-12)
	18. Have students fill out questionnaire on hobbies and activities.	
	19. View and discuss filmstrip, "Providing Information on the Basic Interest of the Student."	Filmstrip: "Providing Information on the Basic Interest of the Student"
	20. Have students profile their interest areas according to their test results.	Vocational Preference Test, Kuder Form E
3. The student will analyze his abilities, interests, personal traits and needs as objectively as possible by using the **Sextant Series.**	21. Explain the **Sextant Series** by showing transparencies.	**Sextant Series** Unit I
	22. Divide students into groups of five. Have each student fill out a Wilkinson Profile Form. Upon completion, students will compare profiles.	Wilkinson Profile Form
	23. Divide students into goups of two. Give each group a volume of the **Sextant Series** to use in researching careers. Instruct students to read the forward, explanation of career area, and organizational chart. Compare individual profile with job profile.	
	24. Suggest that students conduct "follow-up" research by obtaining additional information from resources in the guidance library with assistance from the Counselor.	

Instructional Goal I – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	25. Arrange a personal interview with the Counselor for students to review the results of the career search.	

Resources for Goal I

Filmstrips and Tapes

FOUNDATIONS FOR OCCUPATIONAL PLANNING

"Who Are You?"
"What Do You Like to Do?"
"What is a Job?"
"What are Job Families?"
"What Good is School?"

Guidance Associates
Pleasantville, N. Y. 10570

"Personal Committment: Where Do You Stand?"
"Everything But"
"The Adolescent Experience: Shaping Identity"
"Values for Teenagers: The Choice Is Yours"
"Do We Live or Exist?"
"Reflections of Myself: The Adolescent Experience"
"Failure: A Step Towards Growth"
"Your Personality: The You Others Know"
"Choosing Your Career"
"Dare to Be Different"
"Preparing for the World of Work"
"Liking Your Job and Your Life"
"Why Work at All?"

Eye Gate
Jamaica, N. Y.

FINDING YOUR JOB

"Working for Someone Else"
"What Can You Do?"
"Job Shopping"
"The Job Interview"
"Getting a Better Job"
"Finding a Career"

GETTING TO KNOW ME

"Adolescent – Know Thyself"
"Physical Development"
"Mental Development"
"Emotional Development"

"Social Development"
"How to Adjust"

ARE YOU LOOKING AHEAD?

"How About Being an Electronics Assembler?"
"Would You Like to Sell?"
"Want to Work in a Laundry?"
"Do You Like Flowers?"
"Would You Like Hospital Work?"
"Do You Love Animals?"
"How About Office Work?"
"Do You Like Sports?"
"How About Being a Key Punch Operator?"
"Would You Like to Be a Cashier?"

S. R. A.

CAREER EXPLORATION

"Overview"
"Outdoor Interest"
"Mechanical Interest"
"Computational Interest"
"Scientific Interest"
"Persuasive Interest"
"Artistic and Musical Interest"
"Literary Interest"
"Social Service Interest"
"Clerical Interest"

Books and Pamphlets

Haldeman, Edward G.; Hoffman, Richard C.; Moore, Thomas G.; and Thomas, Stanley C. **Finding Your Orbit.** Moraira, New York: Chronicle Guidance Publications, Inc.

Haldeman, Edward G.; Hoffman, Richard C.; Moore, Thomas G.; and Thomas, Stanley C. **Finding Your Orbit Summary Sheets.** Moraira, New York: Chronicle Guidance Publications, Inc.

BEST COPY AVAILABLE

planning

Instructional Goal II – Following a study of occupations in Level I of the Exploratory Phase, the student will begin educational planning and/or career planning.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. The student will explore course offerings and educational facilities that relate to his career interests by writing for information, interviewing graduates, and making field trips to businesses and industries that employ graduates. He will record his findings and report these to classmates with similar interests.	1. Have each student identify an occupational area of interest and choose three careers within this area that he prefers to search for job preparation information. Use the following guide to explore each career: a. Career name b. Other names often used to describe this career c. Reasons for selecting this career d. Have each student write a description of how he decides to select his career area to explore on a 3" x 5" card. Divide into groups. Compare and discuss ways decisions are made. Choose one group member to report results of the discussion to the class. e. Have each student outline a two-year secondary program that will best prepare him for furthering his career interest.	Secondary Area Vocational Schools Post-secondary Vocational-Technical schools Private schools of nursing and cosmetology Businesses, industries and professions that offer on-the-job training. Armed Forces training post **Forum**, Fall/Winter '68. (Pages 14 – 15)
2. The student will explore local vocational-technical facilities, businesses, industries, professional offices and institutions to gather information concerning his career interest. He will compile, in writing, data gathered during his explorations and will share this data with the class.	1. Visit local vocational and technical facilities. List in writing the training programs offered in each facility. Also list the following information: a. Scheduled training time b. Prerequisites necessary to enter training c. Cost of training d. Certification requirement e. Effectiveness of job placement program f. Employment possibilities g. Beginning salary h. Chances for advancement	Manpower program Area Junior College Area Vocational School

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	2. Have students draw numbers from a box. The holder of the lucky number will be "Moderator" for the day. He will give an oral report on the information he found. Following his report he will ask for additional information from the class, and will conduct a question and answer period.	
	3. Show and discuss the filmstrip "Planning Beyond High School."	Filmstrip: "Planning Beyond High School"
	4. Invite a local representative to explain and discuss apprenticeship programs.	Resource person in an apprenticeship program
	5. As an "outside of classroom" experience, ask each student to visit a business, industry, professional office, or an institution such as a hospital. Choose one that is related to his career interest. Observe the working conditions, the physical facilities, and the appearance and attitude of the employees. Give a three minute oral "first impression" presentation. This may be a pantomime, role play, flash cards, etc.	Local businesses, industries, professional offices.
3. The student will study at least one catalogue from each of the following institutions of higher learning: Junior College, Senior College and University. He will identify specific information	1. Make available Junior College, Senior College and University catalogues to students. Divide into groups. Each group will research a different type of catalogue for such information as entrance requirements, scholarships and available financial aid,	Guidance Counselor Filmstrips: "How To Read a College Catalogue" "Choosing a College" "You and Your College" "Entrance Examinations"

Instructional Goal II – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
to meet requirements set up by the teacher.	required course work for different career preparation, prerequisites for different majors, cost per semester, terminology, etc. Follow the research with a debate. Resolved: Universities are better because . . . . Colleges are better because . . . . Junior Colleges are better because . . . . Two students from each group will act as a debate team. The class will evaluate points brought out during the debate to determine the winner.	"Should You Go To College?"
	2. Have a college or university student who was a former student of the local school describe the educational opportunities of the institution he attends.	Former student
	3. Have a university financial aid director discuss the following means of obtaining scholarships and available funds: a. Student loans b. GI Bill c. Athletic d Grant-in-Aid e. Loans f. Social Security g. Science Foundation h. Student-Work Program i. Academic scholarship	University financial aid director Filmstrip: "Different Ways to Go to College"
	4. Fill out application forms and Financial Aid Forms	
	5. The teacher will give an overview of vocational and technical training available in the local	

Instructional Goal II – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	business community.	Director of Post Secondary Vocational/Technical complex
	6. The teacher will present the information found in **Invest In Yourself.** Following the presentation have each student estimate the cost of furthering **his** education. Your Estimate of the Cost of Further Education for the First Year: How much are tuition and fees? $__________ Will you pay room and board? If so, how much? $__________ How much will be needed for books? $__________ Transportation? $__________ Clothes? $__________ For personal upkeep? $__________ For recreation? $__________ Other costs relative to your course? $__________ Total $__________ Multiply these costs by the number of years you plan to attend school: $__________	See Appendix A (Page A-43)

Resources for Goal II

Filmstrips

"Preparing for the World of Work"
"How to Read a College Catalogue"

Guidance Associates
Harcourt, Brace and World, Inc.
Pleasantville, New York 10570

Tapes

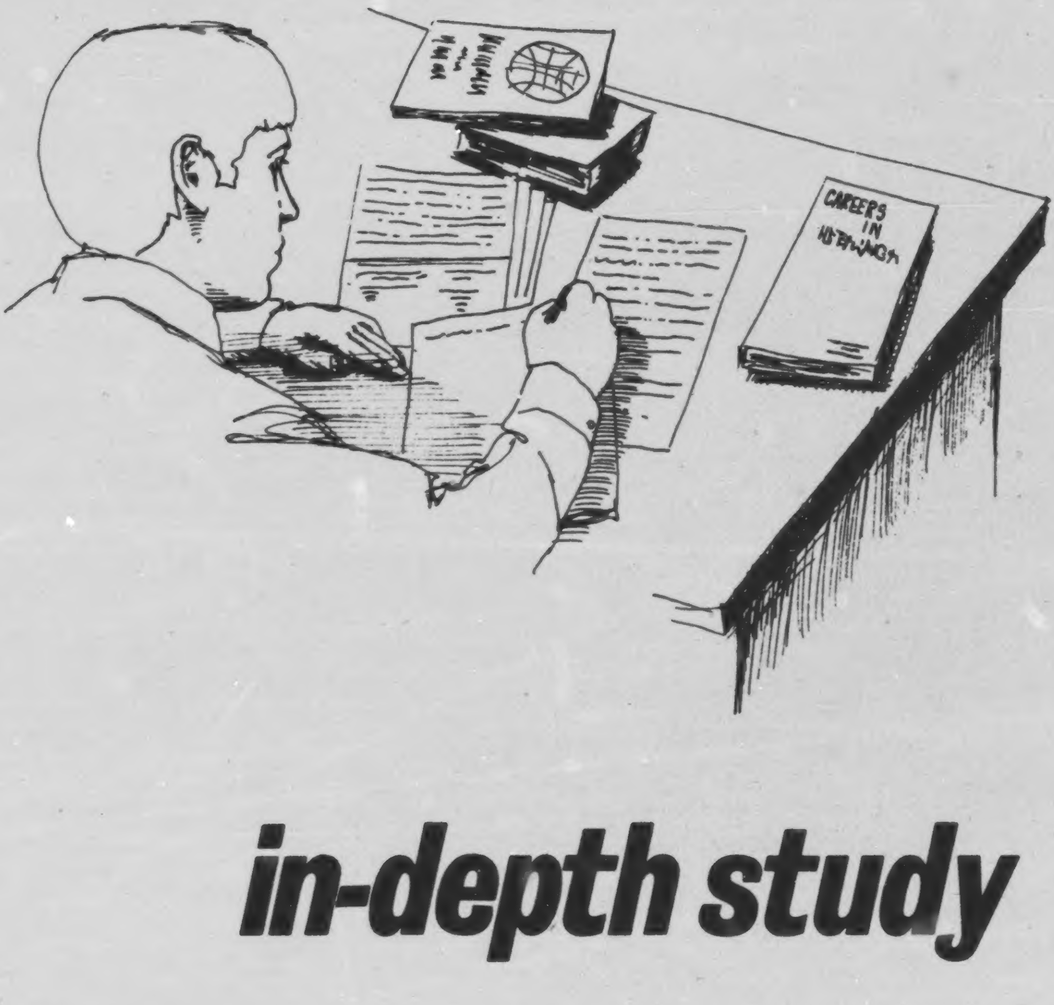
"Choosing A College"
"You and Your College"
"Entrance Examinations"
"Should You Go To College?"
"Different Ways To Go To College"

Films

"Planning Beyond High School"

Jasper Ewing and Sons
610 North State Street
Jackson, Mississippi 39205

BEST COPY AVAILABLE



in-depth study

Instructional Goal III – The student will conduct in-depth studies in careers related to his interest area.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. The student will arrange a conference with the Vocational Guidance Counselor to ask for an interpretation of the cumulative results of former interest, aptitude and abilities tests. The student will then list in writing at least three reasons for selecting his tentative career area.	1. Students will have individual conferences with the Vocational Guidance Counselor to discuss future educational and career plans.	Vocational Guidance Counselor
	2. Have students begin a calendar of career planning entitled **Career Plans and Decisions.** Answers to the following should be included in the plan: a. Reasons for selecting this tentative career choice b. Vocational and/or educational plans for the next 6 months c. Decisions that had to be made before the 6 months plan could become final d. Doubts or uncertainties concerning career area e. Alternative tentative career area f. If and when the decision to detour career interest will be made g. Reasons for changing tentative career area	Filmstrips: "An Introduction To Vocation" "The World of Work" "Counseling in Vocational Decisions" Sextant Series: Career Planning Outline
2. The student will reconsider self-concept by writing answers to the questions on the handout, **Who Am I?** This will become the introductory page of **Career Plans and Decisions.**	3. Have students complete the handout **Who Am I?** Then have the student project himself five years into the future and paint a verbal picture of himself and put this information in his **Career Plans and Decisions** as an introductory page.	**Who Am I?** See Appendix A (Page A-54) **Decision Making** See Appendix A (Page A-50)
3. The student will research areas of career interests and will record his findings in writing. He will	4. Have the director of the vocational complex explain the skill training programs offered in the local vocational complex.	

Instructional Goal III – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
use the outline and procedures that are developed in daily learning experiences as a guide to complete his **Career Plans and Decisions.**	5. Invite the director of the area post-secondary vocational-technical complex to explain the areas of training offered at a technical level. 6. Question and Answer period. Ask each guest-director to answer, for the students, the following questions. Ask the students to write their interpretation of the answers. a. Are the secondary vocational schools and/or the post-secondary vocational-technical schools equipped to prepare students for specialized careers? If so, please name some of these careers. b. Where is the school located? c. What are the entrance requirements? d. What is the procedure for applying for admission? e. What length of time is required to complete specialized courses? f. Will a certificate be granted upon completion of a course? g. What is the approximate cost per school year on-campus and off-campus? h. What financial aids are available? i. Does this school help you find a job upon satisfactory completion of a course? Have the student record the source and date of this information.	

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	7. Students will have a scavenger hunt to discover answers to questions listed on a handout, **Career "Scavenger Hunt."** This project will be an individualized research project and will pertain to the individual's tentative career choice. This information should be included in **Career Plans and Decisions.**	**Career "Scavenger Hunt"** See Appendix A (Pages A-22 – A-26) School library Current magazines Radio Television **Occupational Outlook Handbook** D. O. T.
	8. Give each student a piece of paper. Ask each student to tear the paper into four pieces and write his four outstanding feelings concerning careers. Rank these feelings by putting the most important on the bottom of the stack and build to the least important on the top. Divide into groups of four, exchange papers and discuss feelings. With the teacher acting as moderator, a questions and answer period concerning feelings toward careers will follow.	

Resources for Goal III

Filmstrips and Tapes

S.V.E., Society of Visual Education
1345 Diversey Parkway
Chicago, Illinois 60607

JOB OPPORTUNITIES NOW – Group 1

"Requirements in the World of Jobs"
"Achieving Success in the World of Jobs"
"Job Opportunities in a Restaurant"
"Job Opportunities in a Hospital"
"Job Opportunities in a Department Store"
"Job Opportunities in a Supermarket"

FOUNDATIONS FOR OCCUPATIONAL PLANNING

"Who are You?"
"What Do You Like To Do?"
"What is a Job?"
"What are Job Families?"
"What Good is School?"

VOCATIONAL DECISIONS

"An Introduction to Vocation"
"The World of Work"
"Counseling in Vocational Decisions"

INDUSTRY IN 20TH CENTURY AMERICA – Group 1

"Industrial Engineering"
"Production Engineering"
"Plant Engineering"
"Manufacturing"
"Quality Control"

LEARNING TO USE A SEWING MACHINE

"Basic Parts and Their Functions"
"Learning to Guide Fabric"
"How to Thread"
"How to Stitch"

INTRODUCTION TO BUSINESS MACHINES

"Typewriters"
"Dictating and Transcribing Machines"
"Adding and Calculating Machines"
"Duplicating and Copying Machines"

Resources — (continued)

METALWORKING

"Layout and Measurement"
"Cutting"
"Drilling, Tapping and Threading"
"Shaping and Fastening"

POWER TOOLS FOR WOODWORKING

Portable Power Tools
1."Sawing, Drilling and Smoothing"
2."Sanding and Shaping"

Stationary Power Tools
1."Straight Sawing"
2."Curved Sawing and Drilling"
3."Smoothing and Shaping"
4."Sanding"
5."The Lathe — Spindle Turning"
6."The Lathe — Faceplate Turning"

BASIC TOOLS FOR WOODWORKING

"Measuring and Layout Tools"
"Cutting Tools"
"Boring Tools"
"Tools for Assembly"

OCCUPATIONAL EDUCATION

"The Job Interview"
"Stocker in a Super-Market"
"The Waitress"
"Fixing a Flat Tire"
"How to Use Your Checkbook"
"The Variety Store"
"The School Cafeteria Worker"
"The Nurses Aide"
"The Gas Station Attendant"

IT'S YOUR FUTURE

"A Look at the Future"
"In Training"
"Seeing the Whole Picture"
"Know How and Your Future"

THE FINANCIAL MARKETPLACE

"Institutions We Deal With"
"The Different Forms of Business"
"Going into Business"
"What is the Stock Market"
"How Does the Stock Market Work?"
"What It Means to You"

FUNDAMENTALS OF ECONOMICS

"What Is Economics?"
"Money"
"Taxes"
"Banks and Banking"
"Business Organization"
"Labor and Labor Unions"
"Credit Buying"
"Population"

ACCOUNTING IN THE BUSINESS WORLD

"What You Need to Know"
"Not Running Out of Money"
"A Guide to Business Performance"
"How Did You Really Do?"
"Assets and Liabilities"
"What You're Really Worth"

THE A. B. C. 's OF GETTING AND KEEPING A JOB

"The ABC's of Getting and Keeping a Job"
"Preparing for the Job You Want"
"Applying for the Job You Want"
"On the Job"
"Budgeting Your Money"
"Labor Unions"
"Health Rules to Follow"
"Quizstrip"

DISTRIBUTIVE EDUCATION: SELLING AS A CAREER

"Selling as a Career"
"The Economics of Selling"
"Your Person and Personality"

"Know Your Product"
"Why People Buy"
"Selling Techniques"
"Objections and Objectives"
"New Horizons in Selling"

ANCIENT CRAFTS – MODERN TIMES

"The Potter – Beauty in Clay"
"The Graphics Designer – Art in Print"
"The Cabinetmaker – Sculpture in Wood"
"The Textile Designer – Woven Art"
"The Glassmaker – Transparent Creations"
"The Silversmith – Metallic Art"

LEISURE TIME: BUSY OR BORED?

"Work for What?"
"Killing Time and Yourself"
"Free Time is Not So Free"
"Leisure on a Shoestring"
"Have you Tried – ?
"Time to Be Yourself"

THE STORY OF BUILDING A HOUSE

"How it Started"
"Excavating the Cellar"
"Building the Foundation"
"Building the Frame of the House"
"Gas, Electric, Plumbing, and Other Installations"
"Further Installations"
"Completing the Outside of the House"
"The House is Built"

HOSPITAL JOB OPPORTUNITIES

"Inhalation Therapy Technician"
"X–Ray Technician"
"Nuclear Technician Trainee"
"Medical Assistant"
"Nurses' Aide"
"Nurse"
"Hospital Food Service Workers"
"Diet Clerk and Fry Cook"

"Maintenance Mechanic and Electrician and Custodian"
"Hospital Administrative Jobs"

HOW WE BUILD THINGS

"How We Build Houses"
"How We Build Skyscrapers"
"How We Build Cities"
"How We Build Roads"
"How We Build Bridges"
"How We Build Ships"

FIELD TRIPS OUT OF THE ORDINARY

"A Field Trip to an Oil Well"
"A Field Trip to a Coal Mine"
"A Field Trip to a Steel Mill"
"A Field Trip to a Lumber Mill"
"A Field Trip to a Nuclear Plant"
"Science for the Future – An Oceanographic Institute"

THE STORY OF COMMUNICATION

"Signs and Signals"
"Speaking and Writing"
"Paper and Books"
"Messengers"
"The Mail Gets Through"
"Communication by Sound"
"Communication by Sight"
"Communication by Electricity"
"The Modern Means of Communication"

THE SPACE AGE

"Pioneers of Space"
"Exploration of Space"
"Atoms in Space"
"Aviation in the Space Age"
"The Conquest of Space"
"Man Travels in Space"
"Hazards in Space Travel"
"Destination in Space"
"Stations on the Moon"

HOW THINGS ARE MADE

"Assembling a Car"
"Forming a Can"
"Processing Soup"
"Creating a Movie" (or TV Program)
"Making Clothing"
"Crafting a Chair"

CAREERS IN AEROSPACE

"Jet Engine Mechanics"
"Airline Ticket Agent"
"Passenger Service Representative"
"Flight Engineer"
"Skycap and Baggage Handler"
"Aircraft Maintenance Mechanic"
"Stewardess"
"Aerospace Sales Representative"
"Aircraft Maintenance and Food Service"
"Control Tower Operator"
"Jet Captain"
"Air Freight Agent"

EDUCATION FOR OCCUPATIONS

"Working in a Service Station"
"Working in a Supermarket"
"Working in the Printing Industry"
"Working in Food Services"
"Working with Business Machines"
"Working in Building Maintenance"
"Working in Manufacturing"
"Working in a Hospital"

FINDING YOUR JOB

"Working for Someone Else"
"What Can You Do?"
"Job Shopping"
"The Job Interview"
"Getting a Better Job"
"Finding a Career"

AMERICA'S LABOR FORCE

"Airline Pilots Association"
"American Federation of Musicians"
"United Federation of Teachers"
"United Automobile Workers"
"International Brotherhood of Electrical Workers"
"International Ladies Garment Workers Union"

THE WONDERFUL WORLD OF WORK: VOCATIONAL OPPORTUNITIES

"What Is Your Future in the Changing World of Work"
"Receptionists"
"Automobile Mechanic"
"TV and Radio Repair"
"Tool and Die Maker"
"Electrician"
"Printer"
"Sheet Metal Worker"
"Automotive Sales Representative"
"Cook"
"Data Processing Clerk"
"Sheet Metal Worker"
"Building Trades"
"Medical Assistant"
"Real Estate Sales"

WORKERS FOR THE PUBLIC WELFARE

"Police and Police Protection"
"Fire and Fire Fighters"
"The Post Office and Postal Workers"
"Education and the Teacher"
"The Library and the Librarian"
"Social Service and the Sanitation Workers"
"Transportation and Transportation Workers"
"Recreation, Park and Playground Workers"

ARE YOU LOOKING AHEAD?

"How About Being an Electronics Assembler?"
"Would You Like to Sell?"
"Want to Work in a Laundry?"
"Do You Like Flowers?"
"Would You Like Hospital Work?"

"Do You Love Animals?"
"How About Office Work?"
"Do You Like Sports?"
"How About Being a Key Punch Operator?"
"Would You Like to Be a Cashier?"

BUILDING TRADE WORKERS

"The Exterior Painter"
"The Interior Painter"
"The Roughing Carpenter"
"The Finishing Carpenter"
"The Concrete Block Layer"
"The Plasterer"
"The Sider"
"The Brick Layer"
"The Plumber"
"The Roofer"

BEST COPY AVAILABLE

WASHINGTON

economics

Instructional Goal IV – The student will acquaint himself with the American Economic System and relate it to his future career development.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. Given a glossary of terms, the student will identify in writing two economic systems. He will list in writing the characteristics of each system and will evaluate the worth of each system by comparing the private enterprise system with the centrally planned economy system.	1. Hand each student a glossary of terms. Ask the students to learn the following definitions: a. Centrally planned economy b. Private enterprise c. Free enterprise d. Real money e. Market system f. Market place g. Consumer h. Financial management i. Decision making j. Dollar vote Have the class choose three members to serve on the "Economic Experts" panel. The teacher will moderate the panel. The Moderator and panel will be set up at the front of the classroom. Questions from students concerning the glossary of terms will be directed to the Teacher-Moderator and will be delegated to different panel members.	Glossary of Terms See Appendix A (Pages A-5 – A-6) **Using Our Credit Intelligently** **You Are A Consumer of Clothing**
2. The student will become actively involved in setting up and operating businesses of interest to teenagers by making models of chosen businesses and by describing orally and in writing the correct procedure for setting up and operating a business.	2. Have the class plan a teen village. a. List businesses needed to meet the demands of teenagers. b. Each student or groups of students will choose a business he wishes to set up. c. Each student or group will: 1. Make or obtain an actual model of his business. These will be placed in teen village when all models have been completed.	

Instructional Goal IV — (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
Note: The individualized learning package, **Talking Shop to Teenage Consumers,** may be an effective technique to use to teach behavioral objective number 2. See Appendix	2. Research his chosen business by using questionnaires to interview business owners and managers. 3. Interview bankers 4. Make field trips to observe business operations. 5. Build Teen Village.	See Appendix B (Pages B-1 — B-30)
	3. Arrange for the following resource people to talk to the class: a. Retail businessman b. Banker c. Wholesale businessman d. Employee in a business Have the students write a paragraph or state orally their feelings concerning a career in the business they chose to research.	**Why Didn't Someone Tell Me These Things?** See Appendix A (Page A-59) **Understanding The Businessman's Situation** See Appendix A (Page A-9) **Questionnaire** See Appendix A (Pages A-7 — A-8)
3. The student will identify his values, relate them to past and present experiences and attempt to evaluate the influence of values on a tentative career choice.	4. Have each student write his concept of values.	
	5. Divide into buzz groups. List the basic values of the group. A reporter from each group will write the basic values on the board. Compare and discuss the values listed.	
	6. Make and show transparencies on values, their development and influence to the class.	**Forum '68,** (Pages 8 — 9)
	7. Have students debate: "Values change vs. values are static."	

Instructional Goal IV – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	8. Role play: Values and financial situations.	"You Can Bank On It" See Appendix A (Pages A-65 – A-67)
	9. Make and show a transparency "Decision Making" to the class.	**Forum '68, (Pages 4 – 5)**
	10. Write and describe, "How Differences in My Spending and That of My Friends Reflect Differences in Values."	**Forum '68, (Page 3)**
4. The student will participate in a learning experience to determine the meaning of self-actualization and the influence that a satisfying career choice has on individual growth toward self-actualization.	11. Brainstorm: Divide students into groups and let each group define self-actualization. The teacher will explain self-actualization and make and use transparency, "Hierarchy of Needs."	
	12. Panel discussion: Select a Moderator and three panel members. The Moderator will summarize the discussions and activities that have been participated in by the class. The Moderator will ask the panel the following questions: a. Define values b. Define goals c. Are the things you are doing today leading you where you want to be tomorrow or five years from now? d. Think through the answers to the last question; think through each decision you have made in attempting to answer the question. You are beginning to arrive at an understanding of your own life style. e. Have your values influenced past decisions?	**Thresholds To Adult Living** Forum '69 Filmstrip

Instructional Goal IV – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	f. Will they influence future decisions? g. Is a career choice your decision? h. Do values influence your career choice?	

Resources for Goal IV

Filmstrips

"The Consumer Decides." Educational and Consumer Relations, J. C. Penney Company, Inc., 1301 Ave. of the Americas, New York, N. Y. 10019

Books

Cheyney, William J. **Using Our Credit Intelligently.** Washington, D. C.: National Foundation for Consumer Credit, Inc., 1968.

Craigh, Hazel Thompson. **Threshold to Adult Living.** Peoria, Illinois: Chas. A. Bennett Co., Inc., 1965.

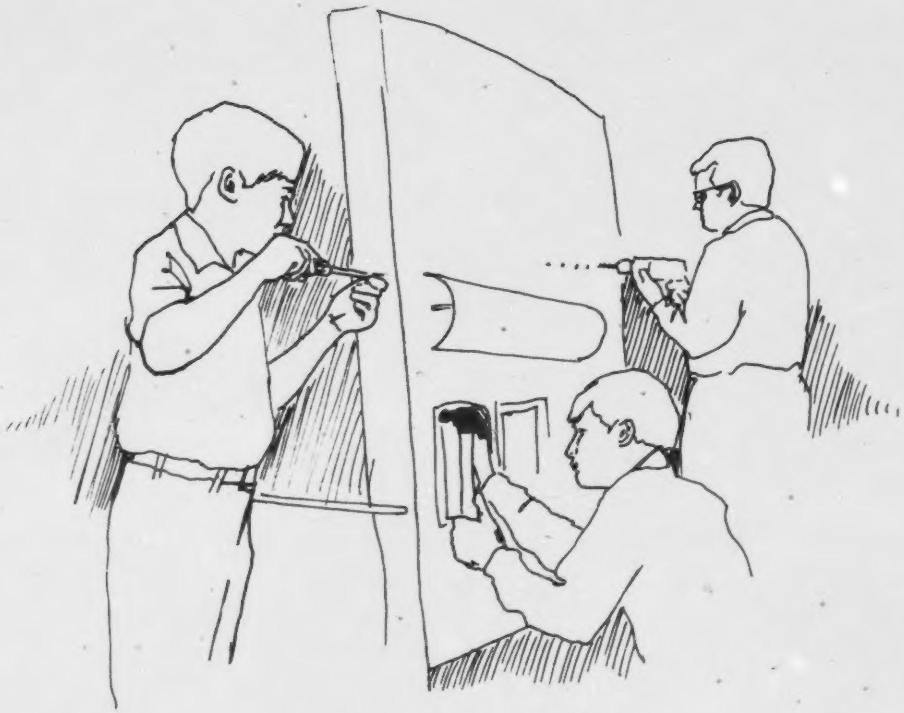
Gerrett, Pauline G. and Metzen, Edward J. **You Are A Consumer of Clothing.** Boston, Massachusetts: Ginn and Co., 1967.

Journals and Magazines

Forum, J. C. Penney Co., Inc. (Fall-Winter, 1968). (New York, N. Y. 10000).

Forum, J. C. Penney Co., Inc. (Fall-Winter, 1969). (New York, N. Y. 10000).

BEST COPY AVAILABLE



simulation

Instructional Goal V – The student will be given an opportunity to function in simulated work experiences.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. Students will develop a list of terms relating to corporations and write a report on corporations, giving general information as to nature, organization and powers.	1. Define and discuss corporations. Hand out "Words and Terms to Remember."	See Appendix A (Page A-18)
2. Students will develop an outline for forming a corporation, select a corporate name and a product to be produced, and decide upon the number of stock to be sold and the par-value.	2. Have students do research on forming a corporation.	
	a. Invite a resource person to come and discuss corporations. Use the approach – "Meet The Press."	Local businessman and/or lawyer
	b. List and discuss steps in forming and operating a corporation.	See Appendix A (Page A-19 – A-20) **Applied Business Law**
	c. Divide into groups of 10 – 12 for "Brainstorming Sessions" to gather ideas for corporate name, product, and par-value of stock.	
	d. Have each group submit suggestions for corporate name, product and par-value of stock.	
3. Students will elect a Board of Directors and officers for the corporation; then they will apply for a charter.	e. Have students make nominations for the Board of Directors and officers for the corporation. Elect Board of Directors and officers.	See Appendix A (Page A-63)
	f. Apply for a mock charter and begin selling stock.	See Appendix A (Page A-61)
4. Students will develop guidelines for operating the simulated corporation and will specify job duties.	g. Student officers will divide the class into departmental groups based on individual interest areas.	Teacher-Student developed Department Function
	h. Groups will discuss departmental functions and appoint department heads.	See Appendix A (Page A-64)
	i. Students will choose a product to make and will	

Instructional Goal V – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
5. The student corporation will produce a selected product.	engage in production activities. Time allowed for the activity will depend upon the product to be produced. Note: Each student will keep a weekly time card. This will enable him to compute his total work hours.	See Appendix A (Page A-21)
6. Students will sell the products produced.	j. Students will set up a central distribution center for sale of products. Have students set up a time schedule to work in the distribution center in accordance with student off-periods.	
7. Students will close the corporation.	k. When the corporation is closed the students will determine profits earned and declare appropriate dividends. l. List in writing one career that is related to the simulated work experience in forming a corporation.	

Resources for Goal V

Transparencies

Transparency Series: **The Best Career Choice.** Creative Visuals, P. O. Box 1911, Big Springs, Texas.

Filmstrips

S.V.E., Society of Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60607.

Books and Pamphlets

Anderson, Ronald A. and Kumpf, Walter A. **Business Law Principles and Cases.** Cincinnati, Ohio: Southwestern Publishing Company, 1964.

Andruss, Harvey A. **Burgess Business Law.** Chicago, Illinois: Lyon and Carnahan Publishers, 1952.

Fisk and Snapp. **Applied Business Law.** Cincinnati, Ohio: Southwestern Publishing Company, 1966.

Reed, Clinton A.; Canover, Hobart H., and Stearns, Robert E. **Introduction to Business.** Atlanta, Georgia: Allyn and Bacon Corporation.

Sextant Series. Milwaukee, Wisconsin: Publisher Sextant Series, Inc.

BEST COPY AVAILABLE

YOU
AND
YOUR
JOB

employability

Instructional Goal VI – The student will acquire information regarding employability skills.

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
1. After reviewing activities completed in previous units, the student will evaluate the worth of Occupational Orientation in the high school curriculum.	1. The teacher will review activities and experiences completed in previous units with students and ask for comments about areas that students liked best and why.	
	2. Have students evaluate the worth of Occupational Orientation in relation to individual career choices and plans.	Use teacher developed lead questions. See Appendix A (Page A-70)
	3. Use information from student evaluations of Occupational Orientation for class discussion to illustrate how each student can evaluate himself in relation to his potential in the world of work.	
2. The student will make a self-evaluation by completing an organized inventory of personal traits, interests, skills, and abilities. From information recorded on the inventory sheet and learned from group discussions, the student will develop a resume.	4. View and discuss the filmstrip, "What You Should Know Before You Go to Work."	Filmstrip: "What You Should Know Before You Go to Work"
	5. Have the student complete a personal inventory sheet and list factors that contribute to success in the world of work.	See Appendix A (Page A-42)
	6. Each student will complete an attitude checklist followed by class discussion of the positive attitudes.	
	7. Have students listen to a tape and make a list of vocabulary terms commonly used in applying for and finding employment.	Tape: **Words You Must Learn**
	8. Divide the class into small groups for group conseling to emphasize positive traits and abilities.	

Instructional Goal VI – (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	(At least one week should be allowed for this activity.)	
	9. Have the vocational counselor provide information about grades and standardized test results from permanent school records to assist students in completing their self-evaluations.	Permanent school records
	10. View the filmstrip related to job application forms and follow with discussion.	Tape: **What You Need to Know to Fill Out an Application Form**
	11. Based on information collected in self-evaluation experiences, students will work up a resume to be used with future activities in this unit.	
3. The student will be able to recognize various sources of employment information and the importance of each in securing employment.	12. List on the board the various sources of employment information and discuss each.	Tape: **Occupational Orientation: An Introduction to the World of Work** Chapter XV
	13. Invite a resource person from local State Employment Office to discuss job placement and services.	
	14. Have students locate newspaper employment ads to be used in applying for a job.	Local newspapers
	15. Have students make a list of job openings in their interest areas. The information will be found on micro-fische in the school. (If micro-fische is not available in the school, this information can be secured at the local State Employment Office.)	School Resource Center or local State Employment Office

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	16. View the filmstrip and follow it with a discussion.	Filmstrip: "Finding the Job" "You and Your Job"
4. The student will write a letter of application (including a resume), complete the job application forms, and participate in a job-interview experience.	17. Outline on the board and discuss the steps involved in applying for a job and selling yourself: a. Letter of application and resume b. Employment applications c. Proper grooming and dress for an interview d. Job interview e. Interview follow-up letter	
	18. Have the student write a letter of application using newspaper employment ads or micro-fische information.	
	19. Discuss techniques in completing employment application forms, then assist students in completing the forms in the classroom.	Employment application forms secured from local businesses
	20. View the filmstrip and follow it with a discussion.	Filmstrip: "Making a Good Impression"
	21. Use resource person to talk to the class about the job interview.	Personnel employee from local business community
	22. Discuss proper dress and how to sell yourself at the job interview.	
	23. Have students come to school dressed appropriately for a job interview and role-play interview situations.	
	24. Discuss interview experiences from previous day and the	Filmstrip: "You and Your Job"

Instructional Goal VI — (continued)

BEHAVIORAL OBJECTIVE	ACTIVITIES	RESOURCES
	importance of an interview follow-up letter.	
	25. Have students write an interview follow-up letter.	Additional Suggested Resources: Manuals: **Group Counseling in Secondary Schools** **Group Techniques for the Classroom Teacher** **How to Find and Apply for a Job** Books: **Business Behavior**

Resources for Goal VI

Transparencies

FINDING AND HOLDING A JOB

Creative Visuals
Big Springs, Texas 79720

1. "Finding and Holding A Job"
2. "Guidance to Help Find and Hold a Job"
3. "Job Sources"
4. "Personal Data Record Needed – Family Record Card"
5. "The Job Application"
6. "The Interview"
7. "How to Obtain a Social Security Number"
8. "The W-4 and W-2 Forms"
9. "Typical Payroll Check Deductions"
10. "Hints for Holding Your Job"
11. "If You Must Change Jobs"

Cassette Tapes

GETTING A JOB

Educational Resources, Inc.
47 West 13th Street
New York, N. Y. 10011

1. "Contacting Job Interviewers"
2. "The Agency Interview"
3. "Words You Must Learn"
4. "What You Need to Know to Fill Out an Application Form"
5. "Making a Good Impression"
6. "Selling Yourself"
7. "The Positive Approach"
8. "Handling Difficult Questions"
9. "The Wrap-Up"

ON THE JOB

Educational Resources, Inc.

1. "The First Few Days"
2. "Getting Help and Information"
3. "My Man, My Creep"
4. "Too Much Talk"
5. "Don't Blow Your Cool"
6. "The Magic Words That Get You Fired"
7. "Excuses"
8. "Supervisors Are Human, Too"
9. "Money, Money, Money"
10. "Company Rules and Company Customs"
11. "Stick Up for Your Rights"
12. "Promotions"

Resources — (continued)

13. "Giving Notice"
14. "The Fast Exit"

THE WORLD OF WORK

Link Enterprises, Inc.
Montgomery, Alabama

1. "The Role of a Job"
2. "Determining the Right Type of Job"
3. "Preparing for the Job"
4. "Finding the Job"
5. "Getting the Job"
6. "What the Employer Expects"
7. "Getting Along with the Supervisor"
8. "Getting Along with Fellow Workers"
9. "The Role of Profit"
10. "Seven Fatal Sins"
11. "Seven Vital Virtues"
12. "Developing Good Job Attitudes"

THE ABC'S OF GETTING AND KEEPING A JOB

Eye Gate
Jamaica, New York

1. "The ABC'S of Getting and Keeping a Job"
2. "Preparing for the Job You Want"
3. "Applying for the Job You Want"
4. "On the Job"
5. "Labor Union"
6. "Quizstrip"

YOUR JOB INTERVIEW

Guidance Associates, Inc.
Pleasantville, New York

GETTING AND KEEPING YOUR FIRST JOB

Guidance Associates, Inc.

Manuals

Blackledge, Walter L. and Ethel H.; Keily, Helen J. **You and Your Job.** Cincinnati, Ohio: Southwestern Publishing Company, 1967.

Caldwell, Edson. **Group Techniques for the Classroom Teacher.** Chicago, Illinois: Science Research Associates, Inc., 1960.

Endicott, Frank S. **How to Get the Right Job and Keep It.** Miami, Florida: Education Division, Management Information Center, Inc., 1970.

Resources – (continued)

Keily, Helen J. and Walters, R. G. **How To Find and Apply for a Job.** Cincinnati, Ohio: Southwestern Publishing Company, 1960.

Mahler, Clarence A. and Caldwell, Edson. **Group Counseling in Secondary Schools.** Chicago, Illinois: Science Research Associates, Inc., 1961.

Occupational Orientation: An Introduction to the World of Work. Mississippi State, Mississippi: Mississippi State University, Research and Curriculum Unit for Vocational and Technical Education, 1971.

You and Your Job. Chicago, Illinois: J. G. Ferguson Publishing Company, 1968.

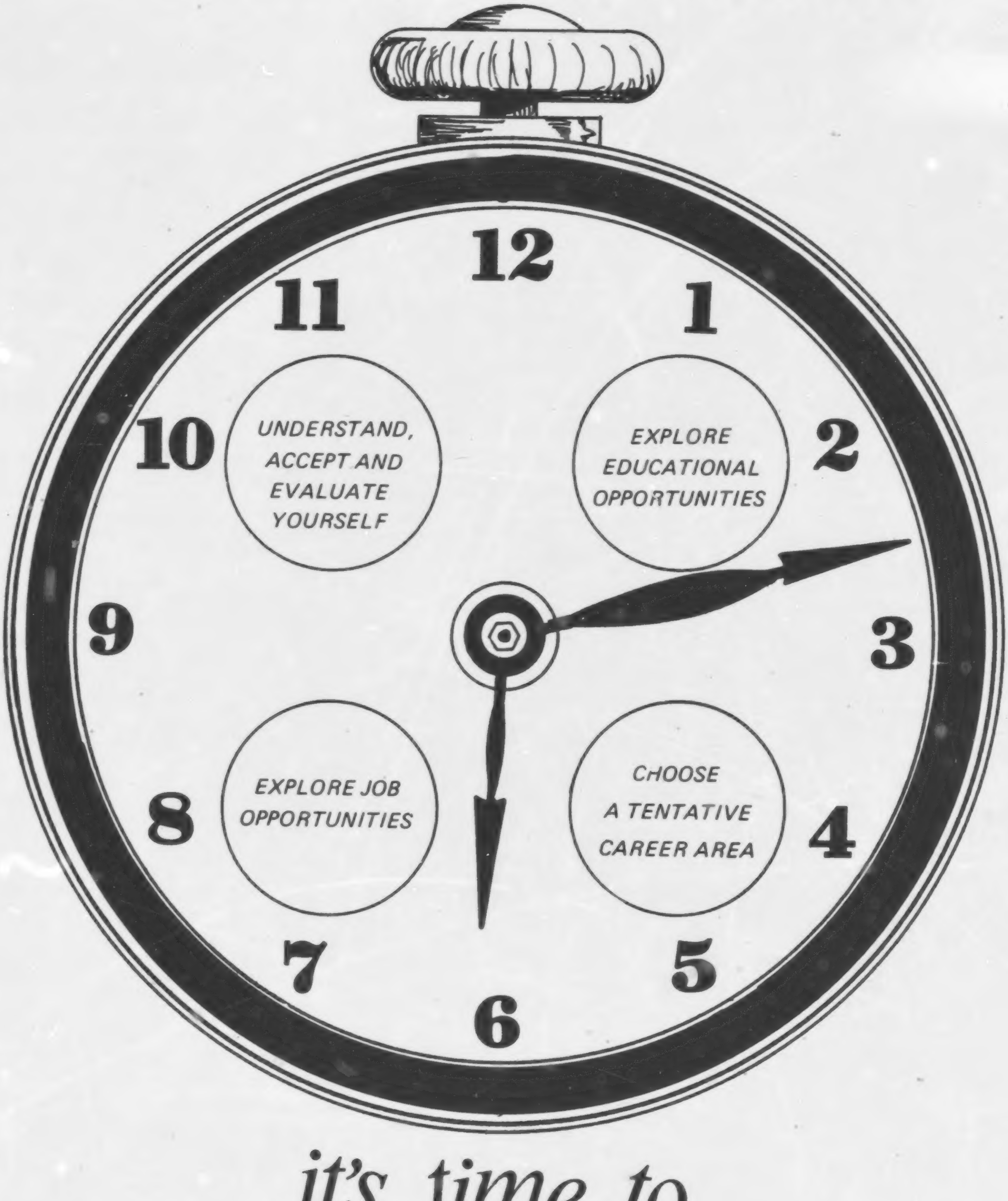
Books

Kimbrell, Grady and Vineyard, Ben S. **Succeeding in the World of Work.** Bloomington, Illinois: McKnight & McKnight Publishing Company, 1970.

Russon, Allien R. **Business Behavior.** Cincinnati, Ohio: Southwestern Publishing Company, 1964.

BEST COPY AVAILABLE

APPENDIX A


12
1
2
3
4
5
6
7
8
9
10
11
UNDERSTAND, ACCEPT AND EVALUATE YOURSELF
EXPLORE EDUCATIONAL OPPORTUNITIES
EXPLORE JOB OPPORTUNITIES
CHOOSE A TENTATIVE CAREER AREA

it's time to
PLAN
your future

GLOSSARY

1. Beneficiary–the person named to receive the proceeds from an insurance policy when the policy becomes payable.
2. Bonds–written promises to pay a certain sum of money at specific dates and at specific rates of interest.
3. Centrally Planned Economy–government owned and operated. Consumer does not dictate goods or services produced. Consumers purchase whatever is available (Soviet Union).
4. Competent Consumer–one who is wise and efficient in purchasing needed goods and services.
5. Competition–two or more individuals or businesses bidding for the same consumer dollar.
6. Consumer–one who purchases goods and services to satisfy needs and wants.
7. Consumer Goods–goods offered for sale in the market place.
8. Consumer Power–the consumer has a voice in deciding what goods are to be produced.
9. Contract–a legal agreement between two or more persons.
10. Corporation–form of business organization owned by one or more individuals or organizations whose ownership is evidenced by shares of stock; in the eyes of the law the corporation is a single person.
11. Credit Union–a cooperative association in which members join together to save money and make loans to each other at low interest rates.
12. Decision Making–choosing between types of goods and services, present and future wants, and spending or saving.
13. Dollar Vote–the dollar spent for goods or services that best meet our needs; we vote, with our dollars, the way we want to; therefore, manufacturers produce the goods we elect.
14. Efficient Spending–the achievement of a maximum amount of satisfaction from a given consumer expenditure; a wise consumer decision.
15. Financial Management–efficient planning and use of resources.
16. Financial Security–sufficient assets with which to satisfy our needs and wants now and in the future.

17. Free Enterprise–individuals and business firms almost free from government control–free to operate economic activities or businesses that will bring the greatest profit.

18. "Hanger"–unpopular item that does not sell; it just hangs there.

19. Level of Living–the style in which one lives.

20. Market Economy–goods demanded to be produced to meet consumer needs. (Handle goods that the public wants and the goods will sell.)

21. Market Place–a place or center in which to exchange goods and services.

22. Market System–the system under which the market operates, determined by supply and demand.

23. Money Income–money earned.

24. Monopoly–exclusive control of a product or service by one person or group of persons.

25. Partnership–form of business organization owned by two people.

26. Patterns of Spending–limits set in spending according to our resources and our needs.

27. Private Enterprise–businesses are owned by private individuals (such as in the United States) as opposed to the planned economy of the Soviet Union.

28. Producer–one who provides goods or services to sell.

29. Profits–the amount of money gained above cost on goods and services sold.

30. Real Income–a given amount of money can be exchanged for goods and services.

31. Self-sufficient Family–a family that produces enough goods to satisfy its needs and wants.

32. Standard of Living–wants that are considered needs represent our standard of living.

33. See other definitions in resource books.

QUESTIONNAIRE

1. Name of business ____________________

2. Business founded (year) ____________________

3. Cost of establishing business (approximately) ____________________

4. Number of employees ____________________

5. Where do you purchase merchandise? ____________________

6. What procedure do you go through to restock merchandise? ____________________

7. What do you consider as being overhead expenses? ____________________

8. How do you decide what markup to put on the goods or services? Is there any regulation on it? ____________________

9. How are the procedures started and carried out to secure finances to open a business?

10. Approximately how long will it take to have a business such as this free of debt? ________

11. Are there any "sales pitches" or advertising "come-ons" that cause business to increase?

12. What is one thing that you might say to me as a customer that would cause me to want to buy your goods or services? ____________________

13. What are three suggestions you can give me to help me be a wise consumer in your business? ____________________

14. What system of credit do you have set up to aid your customers? ______________

____

____

____

15. Is your business, your goods, or your services, seasonal? If so, what effect does this have on your business? ______________

____

____

____

16. What is the approximate population of your trade area? ______________

17. What age group do you cater to? ______________

18. What is the average income level of your customers? ______________

____

UNDERSTANDING THE BUSINESSMAN'S SITUATIONS

I. Do you feel that you would enjoy operating a business such as this? Why?

II. From the information you have gathered, explain how the things you learned might help you to become a more efficient consumer, such as:

1. What things should I consider before I decide to buy these goods and services?
2. Should I shop at more than one place or go to a reputable place of business and forget it? Why?
3. As far as the wholesaler is concerned, what effect does quantity buying have on the price of goods? Why?
4. What effect does my attitude and my personality have when dealing with the public? Explain.
5. You have collected information and you have had interviews with business people. What do you feel you have the right to expect from a store or business?

* These questions refer to the questionnaire which follows.

Reconcile a bank statement on the basis of the information provided below:

A. Information contained on checkbook stubs:

March 1 –	Balance of $320.75 in the account
March 5 –	paid check no. 1 to Dr. Jacobs for dental work, $10.50 and 15 ¢ service chg.
March 6 –	paid check no. 2 to the Jones Department Store for February charge account, $38.12 and 15 ¢ service chg.
March 9 –	deposited $45.00
March 10 –	paid check no. 3 to Bell Telephone Company, $4.60 and 15 ¢ service chg.
March 12 –	paid check no. 4 to gas company, $15.60 and 15 ¢ service chg.
March 15 –	paid check no. 5 to electric light and power company, $9.63 and 15 ¢ service chg.
March 17 –	paid check no. 6 to George Smith for plumbing services, $25.00 and 15 ¢ service chg.
March 23 –	paid check no. 7 to Don Fortney for rent, $75.00 and 15 ¢ service charge.
March 29 –	paid check no. 8 to Internal Revenue Service, $35.40 and 15 ¢ service chg.
March 31	deposited $50.00
March 31 –	check book balance, $200.70

B. The bank returned the following cancelled checks: 1, 2, 3, 4, 5, and 6.

C. Information contained on the bank statement:

BANK STATEMENT

For Month of March, 1968

Date	Checks		Deposits	Balance
March 1	$			$ 320.75
March 8	10.50	.15		310.10
March 8	38.15	.15		271.83
March 9			$ 45.00	316.83
March 13	4.60	.15		312.08
March 15	15.60	.15		296.33
March 18	9.63	.15		186.55
March 25	25.00	.15		261.40

Problem: Reconcile the balance of $200.70 in the checkbook with the balance of of $261.40 on the bank statement.

Directions: Place an "X" in the column which best describes your habits. If any question does not apply to you, write does not apply across the columns.

	YES	NO	SOMETIMES
1. Do you write down your goals?			
2. Do you know how your values and goals influence spending?			
3. Do you keep a record of your spending to learn more about your actual spending habits?			
4. Can you list some of the goals you hope to reach within the next year?			
5. Do you have a savings fund?			
6. Do you balance spending with income?			
7. Can you adjust your spending plan to meet unexpected situations?			
8. Do you and your family work together in planning the use of family income?			
9. Do you know approximately how much your family spends on you each year?			
10. Do you recognize the needs of others in your family?			
11. Do you use a shopping list to guide spending and avoid "impulsive buying"?			
12. Do you know when a bargain is a bargain for you?			
13. Do you compare prices and quality of different items before you buy?			
14. Do you consider wise use of time and energy as well as money when you shop?			

	YES	NO	SOMETIMES
15. Do you find out the cost of credit before you use it?			
16. Do you know what responsibilities you assume in using consumer credit?			
17. Do you pay bills promptly?			
18. Do you ever read the financial section in the newspaper?			
19. Do you know how tax money is used?			
20. Do you know what services your bank offers?			
21. Do you know the difference between whole life and term insurance?			
22. Do you know how stocks are bought and sold?			
23. Do you know the facilities in your community for savings?			
24. Do you know where to borrow money?			
25. Do you know the benefits of social security?			
26. Do you know how income tax affects the spendable income?			

SELF EVALUATION OF CONSUMER CONSIDERING A CREDIT TRANSACTION:

1. How much do I owe now?
2. How much cash reserve do I have?
3. Have I shopped?
4. Have I asked questions?
5. What kind of credit is best for me?
6. Have I read the contract?
7. Should I use my savings?
8. How much can I afford to pay monthly?

Reference: Using Our Credit Intelligently, chapters VI, and VIII.

EVALUATION OF LENDER:

1. What is the difference in the cash and credit price?
2. Explain cost of service charges.
3. Are there hidden costs or charges?

DO'S AND DON'TS OF USING CREDIT

DO:

1. Do shop as carefully when you use credit as when you use cash.
2. Do obtain a written statement of all terms and conditions of the credit transaction. Know (in dollars) exactly what you are paying for the credit.
3. Do evaluate each use of credit to make certain that the extra cost is offset by the advantage in that specific situation.
4. Do report at once to your consumer finance company or other source of credit if you find that because of unexpected circumstances you are unable to make a payment.
5. Do use credit only as a preplanned part of total money management.
6. Do protect your credit rating.

DON'T:

1. Don't use credit to buy things you do not really need.
2. Don't let the availability of credit lead you into habits of extravagance.
3. Don't take on commitments for monthly payments which exceed the money you are sure you will have available for making those payments.
4. Don't fail to make payments promptly and regularly; don't let your account become delinquent.
5. Don't use credit unless you feel that immediate possession of what you acquire through its use is worth the additional cost.
6. Don't enter into a credit transaction with any business or financial organization unless you know that it is reliable. Ask the Better Business Bureau or look for the license on the wall.

WHAT IT COSTS TO OPERATE YOUR CAR

		Your Car (Annual mileage) ______		$2500 New Car (Annual mileage) 10,000	
		Cost per year	Cost per mile	Cost per year	Cost per mile
1.	Depreciation			$ 646	$ .0646
2.	Insurance			140	.0140
3.	License and registration			22	.0022
4.	Gasoline and oil			262	.0262
5.	Maintenance			79	.0079
6.	Tires			49	.0049
7.	Miscellaneous (parking, tolls, etc.)			10	.0010
				$1208	$ .1208

Note:

This cost is 12¢ per mile and it does not include the cost of financing a car purchased on the installment plan. At $2500, this must be a compact car.

TEENAGERS "OWN" AUTOMOBILES

Yes, it is your privilege to own an automobile if you can afford it. Do you know how much it will cost you to run an automobile in an average lifetime if you buy your first car in your early twenties? Between $23,000 and $40,000. This does not even include maintenance and operating costs. I guess this means you had better prepare yourself to pull in lots of that "long green" if you travel in the manner to which you have become accustomed.

Does everyone buy a new car? Why? If you were buying a car, would you buy a new one or a used one? Why?

Let's list some advantages and disadvantages of buying a new car; then we'll list the advantages and disadvantages of buying a used car. Before we list these, let's divide into four groups. One person from each group will draw a number and instructions for his group. This has the aroma of a debate, doesn't it? Okay, let's have a good one—you will have ten minutes to have a buzz session within your group. Decide on as many advantages and disadvantages of owning a new or used car as you can. (After debate, list the following advantages and disadvantages in your notebook.)

Advantages of owning a New Car:

1. New car warranty will be given the owner.
2. Maintenance and operating costs may be lower.
3. Pride of ownership will be greater.
4. The car will have the newest of equipment.
5. More reliable transportation will be enjoyed.

Disadvantages of owning a New Car:

1. The initial cost is greater.
2. Financing cost is greater.
3. New equipment has not been tested and proven.
4. The greatest depreciation occurs the first two years.

Advantages of owning a Used Car:

1. All the bugs may have been ironed out.
2. The initial cost is lower.
3. The finance charges are lower.
4. There is less depreciation.

Disadvantages of owning a Used Car:

1. Maintenance and operating costs may be higher.
2. Financing may be higher and may be difficult to obtain.
3. The car may not be reliable or in warranty.
4. The car may not have latest body style and equipment.

LEARNING EXPERIENCE

ESTIMATING COSTS OF OWNING AND OPERATING A CAR

Fixed Costs	(1) Annually	(2) Monthly	(3) Weekly
1. Garage rent			
2. Insurance			
3. Operator and registration fees			
4. Depreciation*			
5. TOTAL FIXED COSTS			

*Figured on a straight line basis. Other methods can be found in any elementary accounting textbook.

Variable Costs	(1) Annually	(2) Monthly	(3) Weekly
6. Gasoline and oil			
7. Repairs and replacements			
8. Tires			
9. Other (parking, inspection, tolls, fines, etc.)			
10. TOTAL VARIABLE COSTS			
11. TOTAL FIXED AND VARIABLE COSTS (line 5 plus line 10)			

WORDS AND TERMS TO REMEMBER

1. Corporation--A corporation is an artificial person, separate from its owners, and created by law. (A business owned by stockholders).
2. Incorporators--Three or more persons who join to organize a corporation.
3. Capital--Money and assets owned by a corporation.
4. Charter--Written permission given by the state or government to start a corporation.
5. Shares of Stock--The capital of a corporation.
6. Stockholders--Owners of stock in a corporation.
7. Stock Certificate--A document issued to each stockholder, showing the type of stock he owns, the number of shares and other information.
8. Dividends--Profits of a corporation which are distributed to the stockholders.
9. Board of Directors--Group of people elected by voting stockholders to manage the corporation.
10. Officers--

Suggested Steps in Forming A Corporation

I. What is a corporation?

II. How are corporations classified?

III. How is a corporation organized?

    A. What are the steps in forming a corporation?

    B. How does a corporation get money to operate?

    C. What is the title given to persons buying stock?

    D. What evidence does a person have of his investment and its value?

    E. How are stocks classified?

    F. What are the voting rights of the stockholder?

    G. Who represents the stockholder?

IV. What are the powers and duties of the corporation?

V. What are the duties and powers of the board of directors?

VI. What are the powers and duties of the officers of a corporation?

OUTLINE FOR FORMING A CORPORATION

I. General information

A. Research

BEST COPY AVAILABLE

B. Terminology

II Organization of corporation

A. Apply for charter
1. Name of the proposed corporation
2. Object of the proposed corporation
3. Capital stock
4. Place of business
5. Duration
6. Directors and officers
7. Incorporators

B. Election of board of directors

C. Appoint or elect officers
1. President
2. Vice-President

III. Departmental functions

A. Engineering

B. Marketing

C. Finance

D. Production

E. Quality control

F. Sales

IV. Closing of corporation

NAME ____________________

Social Security Number: ____________________

Monday	Tuesday	Wednesday	Thursday	Friday
	OVERTIME			
Monday	Tuesday	Wednesday	Thursday	Friday

NAME ____________________

Social Security Number: ____________________

Monday	Tuesday	Wednesday	Thursday	Friday
	OVERTIME			
Monday	Tuesday	Wednesday	Thursday	Friday

Student Work Sheet

Career "Scavenger Hunt"

My tentative career area is____

Three possible occupations are: 1.________________2.__________________

3._____________________

To enter this career area, is a vocational, technical, college or university education required? If it is, find the answers to the following important factors:

1. Location of school or schools that offer the educational opportunities that I need.
2. Entrance requirements.
3. The procedure for applying for admission to a college. Refer to page 36 of Occupational Orientation: An Introduction to the World of Work.
4. The sequence of education. Refer to page 35 of Occupational Orientation: An Introduction to the World of Work.
5. Length of college course.
6. Specialized courses required for graduation or certification.
7. Approximate cost per year and a 4 year program (on-campus or off-campus).
8. The scholarships, loans or grants that you could apply for to help with the cost of this training.
9. The school placement services.
10. Source and date of this information.

Career "Scavenger Hunt" - (continued)

Other training

1. Is this an apprenticeship program? Discuss.
2. Company training program.
3. On-the-job training.
4. Is armed forces training available?

Related fields

1. List and briefly describe several career fields related to the one you have chosen to explore.
2. List other careers that could effectively utilize the training and experience in your chosen career.

People in this career field

1. Compile information about people who have chosen this career field. This information may include hobbies, the types of homes and automobiles and friends that they choose. List sources and dates of information.
2. Approximate number of people employed in this career field.
3. Write a brief statement describing the current employment trends relating to this career.
4. Locations of jobs related to this career field.

Qualifications of Workers in this Field:

1. Sex
2. Age
3. Health and physical condition
4. Personality
5. Experience

Career "Scavenger Hunt" - (continued)

6. Aptitudes
7. Education (general level and type required)
8. Legal requirements for entry into this field
9. What are the most common methods of entry into this career? Which one would you choose? Why?

Duties of this career

1. General duties
2. Specific duties

Earnings

1. How much can you expect to make from this career?
    a. Beginning salary?
    b. Average salary?
    c. Exceptional salary?
2. What expenses might you have to meet in following this career?

The nature of the job

1. What are the working conditions on the job? Consider the nature of the work, the work schedule, the noise, dirt, danger, and loss of time from family, etc.
2. List some benefits other than salary that you would expect to gain from this career.

Career advancement

1. What are the chances for advancement in this field?
2. Would advancement require additional training? Explain.
3. Would advancement require additional duties? Explain.
4. Could advancement require moving to another location? Explain.

Career "Scavenger Hunt" - (continued)

5. Is there a need for continuing education to hold this position? Explain.

Additional sources of information

The interested student will find many sources of information about occupations. In addition to the catalogues and pamphlets listed earlier in this outline, information can be gathered from:

1. Interviews with vocational counselors, school officials, and teachers who have accumulated special materials about particular job fields related to the subjects they teach
2. Your school library
3. Articles in current magazines
4. Articles in journals published by trade and professional organizations such as the American Personnel and Guidance Association and the National Vocational Guidance Association
5. Books and booklets issued by reputable publishers
6. Catalogues and other booklets published by special training schools or by trade, industrial, commercial, professional, and labor organizations
7. Interviews with officers of trade, industrial, commercial, professional, and labor organizations, such as the National Association of Credit Men, the National Association of Manufacturers, the International Brotherhood of Electrical Workers, the Office Management Association, and the American Bar Association

Career "Scavenger Hunt" - (continued)

8. Materials issued by the U. S. Office of Education, the U. S. Department of Labor, the state employment service, and local community organizations
9. Interviews with people who are experienced in the occupation you are studying. (When you go to such interviews, you should have a list of questions you want answered.)
10. Personal visits to offices or plants where actual work activities can be observed
11. Public talks by people experienced in the occupation
12. Vocational talks and programs that are broadcast by radio and television
13. Motion pictures, commercially and educationally sponsored
14. Tryout experiences (Sometimes you can find part-time or summer work in the field of your occupational interest. This activity may give you the best idea of whether the work is suited to you.)

EMPLOYMENT APPLICATION SHEET

Date____________________

(please print)

Name:____
(Last) (First) (Middle)

Address:____
(Street, P.O. Box, or Route) (City) (State) (Zip)

Age:______________Date of Birth:____________________________
(Month) (Day) (Year)

Place of Birth:____
(City) (State) (County)

Social Security Number:________________Draft____________________

Height:_______Weight:_________Marital Status:______No. Children___

Citizen?_____(Yes) _____(No) Religion___________________________

In Case of Emergency Notify:______________________________________

Address:_____________________________________Phone:_______________

Father's Name______________________Living(____) Deceased(____)

Mother's Name______________________Living(____) Deceased(____)

EDUCATION

	Name of School	Years Completed	Degree
Elementary:			
High School:			
College:			
Technical:			

Best Liked Subjects:____

Abilities and Skills: ______________________________

____

Type Work You Like Best: ______________________________

Type Work You Do Best: ______________________________

Machinery You Can Operate: ______________________________

Other Special Abilities: ______________________________

Organizations: ______________________________

____

WORK EXPERIENCE

List jobs in order, last job first

Company or Employer	Address	Nature of Work	Dates

REFERENCES: (Do not give names of relatives.)

Name	Address	Occupation	Telephone

______________________ (Date)

______________________ (Applicant's Signature)

OUTLINE
FOR
PERSONAL RESUME

NAME: ____________________ DATE: ____________

ADDRESS: ____________________ WEIGHT: ____________

TELEPHONE NO.: ____________________ HEIGHT: ____________

MARITAL STATUS: ____________________ HEALTH: ____________

DATE OF BIRTH: ____________________ AGE: ____________

PARENT OR GUARDIAN'S NAME: ____________________

PARENT OR GUARDIAN'S ADDRESS: ____________________

EDUCATION:

Name of School	Grade Completed and Date
1.	
2.	
3.	
4.	

WORK EXPERIENCE: (Include name of employer and dates worked.)

Date	Name	Address
1.		
2.		
3.		

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

HOBBIES: ____________________

____

____

PERSONAL REFERENCES: (Name and address of three persons not related to you

Name	Address
1.	
2.	
3.	

THE FOLLOW-UP LETTER

If your letter of application succeeds in getting you an interview with the prospective employer, there is another letter that you need to write. This is the follow-up letter. The purpose of the follow-up letter is to acknowledge your receipt of the employer's request that you come for an interview.

Include in the follow-up letter the date, time, and place of the interview. You should also respond to any request that might be made by the prospective employer.

(SAMPLE)

1234 First Avenue
Laurel, Mississippi
August 14, 1972

Mr. John Doe, Personnel Manager
Mississippi Automation, Inc.
1001 Capitol Street
Jackson, MS

Dear Mr. Doe:

I shall be happy to come to your office for an interview on August 25, 1972, at 10:00 a.m. I will bring my Certificate of Proficiency from the Jones County Vocational-Technical School that you requested.

Sincerely yours,

Jane Smith

JOB INTERVIEW NOTES

Job Title

Name of Person Interviewed

Place of Employment

What are your specific job duties?

What special abilities or characteristics are required for your job?

What are the educational or technical training requirements for your job?

What school subjects would you suggest that a person take who is interested in a job similar to yours?

What is the pay range for jobs like yours? How are people on these jobs generally paid (hourly, weekly, monthly, etc.)?

What are the fringe benefits of this job? (Insurance, vacation, etc.)

What are the opportunities for advancement of this job?

____

____

____

What are some of the things that influenced your career choice?

____

____

____

What are some of the things you dislike about your job, if any?

____

____

____

What are the things you like most about your job?

____

____

____

Student evaluation of job:

____

____

____

____

____

____

SUGGESTIONS FOR WRITING
BUSINESS LETTERS

1. Use good quality 8 1/2 by 11 inch white, unruled paper.
2. Type the letter, if possible, using a black ribbon. Although a typed letter is preferred, a letter written in longhand in black or blue-black ink is permitted.
3. Be neat. Do not leave strike-overs or visible erasures in your letter.
4. Be brief. Include only the necessary information.
5. Be complete. Include all the information the receiver needs to know.
6. Be clear. Statements should be simple and direct.
7. Be accurate. Check your spelling, grammar, punctuation and letter form.
8. Be positive. Do not include negative statements concerning yourself.
9. Avoid abbreviations, with the exception of such titles as Mr., Mrs., and Dr.
10. Fold the letter properly.
11. Insert the letter in the envelope correctly.
12. Be sure that you have the prospective employer's name and title correct.

SAMPLE

LETTER OF APPLICATION

1234 First Avenue
Laurel, Mississippi
May 14, 1972

Mr. John Doe, Manager
Best Buy Auto Sales
Ellisville, Mississippi

Dear Mr. Doe:

I read your advertisement in today's Laurel Leader Call about a job opening for a salesman in your Sales Department with on-the-job training. I have always wanted to be a salesman, and I would like to apply for this job.

On May 25, I shall be graduated from George Washington High School. In addition to the general high school requirements, I have completed courses in Distributive Education, Bookkeeping, and Business Math. Although I have had no experience as a salesman, I am anxious and willing to learn.

I shall be ready to start to work on Monday, June 1. May I come to your office for an interview? You can reach me by telephone at 123-4567 or by mail at 1234 First Avenue, Laurel, Mississippi.

Sincerely yours,

Tom Smith

SAMPLE

LETTER OF RESIGNATION

1234 First Avenue
Laurel, Mississippi
August 15, 1972

Mr. John Doe, Manager
Best Buy Auto Sales
Ellisville, Mississippi

Dear Mr. Doe:

Please consider this letter as my formal notice of resignation effective two weeks from this date, September 1, 1972.

Because of my ambition to work in a management position, it is necessary for me to continue my formal education in college. I know that my employment with Best Buy Auto Sales as a salesman has given me valuable experience that will benefit me in my future plans.

I appreicate the opportunity of working with your company. I shall miss my work and my fellow employees.

Sincerely yours,

Tom Smith

CHECK LEDGER

Name of Student ______________________________

Check No.	Date	Check Issued For	Amount of Check	Date of Deposit	Amount of Deposit	Balance

EMPLOYER CHECK SHEET
FOR
EMPLOYEE EVALUATION

Name__________________________________Job________________________________

Rating Scale: 10- Superior; 8- Above Average; 6- Average; 4- Below Average; or 2- Poor.

Rating Factors	10	8	6	4	2	Comments
ABILITY TO GET ALONG WITH OTHERS: Tact, friendliness, cooperation, respect for others, adaptability, willingness to be counseled, sense of humor.						
SOCIAL HABITS: Attitude, honesty, self-control.						
DEPENDABILITY: Following of instructions, promptness, sincerity, consistency, ability to work without supervision.						
CULTURAL REFINEMENT: Courtesy, respect, manners, consideration, appreciation.						
PERSONAL APPEARANCE: Cleanliness, orderliness, proper dress, poise.						
THOROUGHNESS: Accuracy, carefulness, sustained interest, completion of work.						

Rating Factors	10	8	6	4	2	Comments
INDUSTRY: Persistence, efficient use of time, work habits.						
MENTAL ALERTNESS: Eagerness to learn, interest, attentiveness, memory.						
LEADERSHIP: Initiative, imagination, judgment, resourcefulness, ability to inspire others.						
EDUCATION AND SKILLS: College, technical, high school, less than high school.						
TOTAL FOR EACH RATING FACTOR:						

COMBINED TOTAL____________

EMPLOYABILITY EVALUATION:

Can this student favorably represent the school on the job?________

If you were an employer, would you want this student working for you?____________

OTHER COMMENTS OR RECOMMENDATIONS:

FILM SURVEY SHEET

Name____Grade________

Date___________ Name of Film______________________________

List jobs covered by the film:____________________________

List three related jobs not covered by the film:

(1)____

(2)____

(3)____

Summarize what you learned from this film:

AUDIO-VISUAL AID QUESTIONNAIRE

Title:________________________________

Type of Visual Aid:________________________

Source:______________________________

Subject:______________________________

Information Gained:________________________

Title:________________________________

Type of Visual Aid:________________________

Source:______________________________

Subject:______________________________

Information Gained:________________________

Title:________________________________

Type of Visual Aid:________________________

Source:______________________________

Subject:______________________________

Information Gained:________________________

BEST COPY AVAILABLE

MY TENTATIVE EDUCATIONAL PROGRAM

NAME: ______________________ ADDRESS: ______________________

MAJOR COURSES: ______________________

MINOR COURSES: ______________________

SPECIAL COURSES: ______________________

Year	First Semester	Second Semester

Year	First Semester	Second Semester

Year	First Semester	Second Semester

Year	First Semester	Second Semester

Field Trips are activities that take the class or individual out of the classroom in order to observe something that cannot be brought into the classroom.

Essential items regarding each trip:

1- Name and telephone number of the person or place to which the visit is made.
2- Number of people or size of group that will be making the trip.
3- Most appropriate time to visit, length of visit.
4- Distance of travel to site of visit.
5- All field trips should have a definite purpose that is clearly understood by students who participate.
6- A list of the students' names and their destination should be left with some school official.

Preliminary arrangements for field trips:

1- Has administrative approval been given?
2- Has the approval of parents been secured?
3- Has permission been given by the person or place to which the trip is to be made?
4- Have travel arrangements been made?
5- Have time schedule and itinerary been prepared?
6- Are assistants needed to help supervise the group?
7- Has a list of students' names been made and given to school administration?

Pupil/teacher planning for field trip:

1- Student should be well prepared for trip.
2- If group is large, special committees could be assigned for special information.
3- What to wear on field trip? (Are you visiting a cold storage or steam plant?)
4- What information can be obtained on the trip, what to look for.
5- Specific plans should be made for gathering facts about the occupation.

Provide experiences for on-the-job observation in interest areas:

1- First hand observation of job roles.
2- Type of work performed.
3- Machines, tools and equipment used by workers.
4- General working conditions.
5- Physical demands of job.
6- Company policies and practices.
7- On-the-job training for new employees - (a) wages, (b) hours, (c) lines of advancement.
8- Discuss and compare all observations made by students upon return to classroom.

JOB OBSERVATION SHEET

Observation site ____

Job title of person in charge ____

Number of jobs being performed ____

Do these jobs require 'teamwork"? ____

Wearing apparel ____

Equipment in use ____

Sanitation ____

Do you see a job you could do? ____

Name it. ____

Describe the duties of this job. ____

____

____

Which job would you like most? ____

Why? ____

Student's comments: ____

____

____

____

____

____

____

____

PERSONAL INVENTORY

NAME: DATE:

ADDRESS: TELEPHONE NUMBER:

DATE OF BIRTH: PLACE OF BIRTH:

HEIGHT: WEIGHT:

PHYSICAL HANDICAPS:

DAYS ABSENT FROM SCHOOL DURING PAST YEAR:

REASON FOR ABSENCES:

Number of brothers: Number of sisters:

Father's Occupation: Father's Education:

Mother's Occupation: Mother's Education:

Marital status:

Hobbies:

Newspaper read regularly:

Magazines read regularly:

Personal assets:

Ambition:

Activities outside school:

Subjects studied in school:

Subject in which best work was done:

Subject in which poorest work was done:

Standing in class:

Student activities in high school:

Skills:

Work Experience:

References:

Invest In Yourself

Perhaps the soundest investment you will ever make in your life is any investment you make in further education. If you have been helping to pay your high school expenses, you already have some experience in spending time and money to improve your knowledge and skills.

After high school graduation, most young people today go on to some form of higher education. For many, this advanced training comes to them through the armed forces which offer wide and varied educational opportunities. Trade and vocational schools are avenues to job training. Many communities now have junior colleges where young people can concentrate either on vocational training or on a two-year general education. Many high school graduates are going on to four-year colleges or universities.

Education, as with all investments, costs money. It is difficult to generalize about costs because they will depend on which school or college you choose, whether you live at home, and how long you will be in school.

Where will the money come from for this investment in education? Some families have provided funds for schooling either in savings accounts, U. S. Savings Bonds, or life insurance. But many parents who want their children to go on to college have been unable to set aside money for this purpose. You may choose to talk the problem over with your parents and your guidance counselor and work out a plan for realizing the career goal for which you are suited. Perhaps you can work summers and part-time during the school year, or maybe you and your family could borrow the money to help pay the costs. Many students do that and pay the loan off after graduation. Find out the costs of the schools you would like to attend, then list the expenses and your resources.

As is true with most financial planning, everyone works out a plan which is tailor-made to goals and resources. The following are examples of financial plans for furthering education to prepare for careers in three different types of institutions.

Sue Jackson, the oldest of three children, plans to enter the State University in the fall. Her goal is to become a secondary teacher. Her father's income is $8,000 a year. With her parents, she has worked out the following financial plan:

Expenses		Resources	
Tuition and fees	$330	Parents' income	$400
Room and Board	760	Parents' savings	400
Books, supplies	90	Sue's savings	270
Clothing	250	Summer work	350
Entertainment, grooming, etc.	120	Part-time work during the college year	200
Travel	70		
	$1,620		$1,620

This is for the first year. Sue will have used up her personal savings; nor can she expect her parents to use all their savings on her with two other children coming along to be educated. For her second year, she will have to make some other arrangements. Her counselor and the director of student financial aid at State University will assist her in making these arrangements before she enters the university.

Tom Hughes plans to go to a two-year community college offering a vocational trades course in printing. He will live at home and continue with the part-time job he had in the printing shop of the community newspaper while in high school. He hopes to work full-time during summers and Christmas vacations.

After talking with a friend who is already taking a trades course in the community college, Tom has drawn up his tentative budget for his first year's educational expenses. He assumes that his expenses during the second year will be slightly higher.

Tuition and fees	$ 40.00
Lunches	180.00
Textbooks	38.00
Notebooks, paper, other supplies	15.00
Transportation (bus)	57.00
Participation in school activities (attendance at games, dances, etc.)	40.00
	$370.00

Eleanor Logan wants to be a beautician. The nearest school for cosmetology is 20 miles away, so she has decided to live at home and commute by bus. Besides her tuition, books, and commutation, she will have to buy her own uniforms. She will also need money for lunches and clothes, as well as some spending money. The course lasts six months.

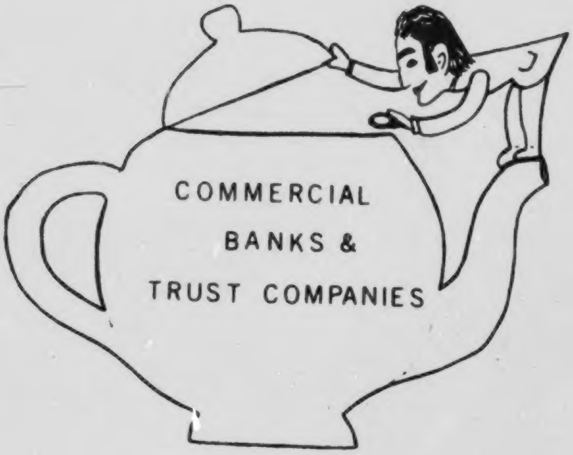
Her financial plan for the six months includes these expenses.

Tuition and fees	$450.00
Books	10.00

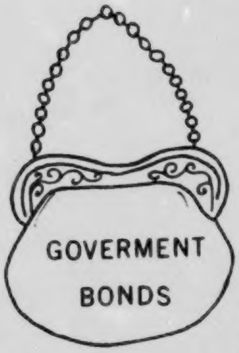
Commutation	120.00
Uniforms (4 at $7.50 each)	30.00
Lunches	80.00
Spending money	50.00
	$740.00

Of course, one of the best ways to finance education beyond high school is to think about the problem early enough to make provisions for it. Obviously, a regular savings program over a long period of time makes a goal such as further education something a family can attain for their children.

BEST COPY AVAILABLE

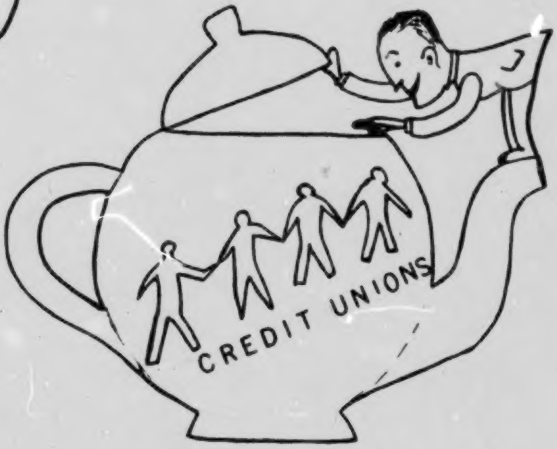

COMMERCIAL
BANKS &
TRUST COMPANIES

INSURANCE
COMPANIES


GOVERMENT
BONDS

MUTUAL
SAVINGS BANKS

FINANCIAL INSTITUTIONS


CREDIT UNIONS

SKILLS IN USING FINANCIAL INSTITUTIONS

JEWELS of WISDOM:

1. Thrift does not mean saving money for the sake of hoarding it. Thrift means saving in order to use extra money wisely. The true value of money is determined by the use of money.
2. Save regularly.
3. Pay yourself first.
4. Money is most important when you do not have it.

Instructions for using transparency– compile instructional material from "Money Management– Your Savings and Investment Dollar," pp. 5-19.

If you choose the professional route, there are many different kinds of jobs open in the insurance field. So many that, no matter what your field of studies, you are almost sure to find an opportunity.

BEST COPY AVAILABLE

ACADEMIC MAJORS AND MINORS	Actuarial Science	Claim Service	Risk Analysis	Insurance Administration	Sales and Sales Management	Auditing	Safety and Loss Control	Systems	Data Processing	Business and Environmental Research	Staff Operations – Various
English		X	X	X	X		X	X	X	X	X
Mathematics	X		X			X		X	X	X	X
Social sciences	X	X	X	X	X	X		X	X	X	X
Physical sciences		X	X				X		X	X	
Engineering			X				X		X		
Business administration	X	X	X	X	X	X	X	X	X	X	X
Marketing				X	X					X	
Accounting	X	X	X	X		X		X	X		
Finance					X	X		X		X	
Law		X	X								X

Decision Making

There can be two patterns or two concepts of systems for decision making. They are, first, the central-satellite and second, the chain-concept.

Central-satellite decision making can be described as having a basis, a core, or a central choice that is significant, such as the occupational choice made by a father. The satellite decisions, then, are related to the central decision and are dependent upon it--such as where the family will live, how much money they will have to spend, activities of the family. The quality and nature of the central decision will definitely affect the satellite decisions. We might also reverse our thinking and propose the idea that satellite decisions can determine the quality of the central or core decision. Ultimately, we strive for decision competency.

Decision making might be thought of as a chain with each connecting link dependent upon each other. We must understand the nature of the relationship between and among decisions. An example of such a relationship may be shown in the steps required when constructing a garment. One must select a pattern, fabric, sewing notions, construction techniques, and allocate time for completing the garment. This chain of decisions should terminate in a successfully constructed garment.

The central-satellite and the chain-concept systems of decision making are based largely on values, attitudes and skills. Our values are the things that are most important to us; attitudes are based on values and determine how we think and feel about people and things. Skills are compentency in performances with people or things.

Personal decisions must be made by individuals; but decisions made in haste, without assistance or input of ideas and experiences of associates, may prove to be unwise decisions. Most individuals can profit from mistakes, as well as successful experiences of others. Peers and significant adults will usually contribute valuable help if the students take time to listen.

SELF-ACTUALIZATION

Self-actualization might be described as one of the basic human needs, or it might be described as a culmination of all human needs. It is something we work toward but never quite attain. When we work toward self-actualization we seek to become the most effective person we are capable of becoming, considering all of our God-given talents and capabilities.

Why do we need to talk about self-actualization? How can we attain self-actualization?

(Write steps on the board or put them on a bulletin board.)

Let's start at the bottom step and walk up to a landing:

Step one – Understand ourselves.
Step two – Accept ourselves for what we are.
Step three – Bring about any changes necessary to become what we hope to become.

How can we understand ourselves? We might begin to understand ourselves by understanding our needs. A man named Abraham Maslow has given us a model in the form of an equilateral triangle that shows needs. He shows our basic needs at the base and he says that as each need is satisfied we get hungry for another. He says we are dominated by needs, not by satisfaction. He also says we are motivated by needs. (How many of you have heard this: "Necessity is the mother of invention"?)

(Draw a hierarchy of needs on the board or show one on a poster or bulletin board. See appendix, page 51.)

Explain by writing in, or stating, steps 1 through 5. The lowest level of needs is (1) physiological (or physical) – this means our need for food, clothes, shelter, etc. When this need is met we need (2) safety (security) -- safety from physical harm and from threats. Then we need (3) love and belonging (friends, family, Sunday school class.) When this need is met we need (4) esteem (in other words we want to be noticed, praised for a job well done, etc.) This brings us closer to becoming what we would like to become, closer to (5) self-actualization or doing what we hope to do and doing "our thing" in the best possible way.

We have just studied and talked about values and goals; can you see any relationships between our needs and our values and goals? Do you think our values and goals influence our needs? O.K., write your reasons as an assignment for tomorrow.

Now, I will hand out these sheets with blank hierarchies. You will list your own needs; begin with physical at the bottom and list the things that satisfy each need for you. Discover how near self-actualization you have become.

Are needs the same for each person? No. Why are our needs different? There are many reasons, such as culture, taste, value, attitudes, feelings, family, job, economic status, age, and many others.

Let's say our lower needs through "Love and belonging" (point to hierarchy) are satisfied. Why might we become restless and dissatisfied? Well, a mentally and physically healthy individual has unexplainable pressures within himself that continually push toward fulfilling a desire to do certain things that we enjoy doing – we usually do these things well because we like to do them. We press toward fullness of purpose, higher standards and levels of living, courage, kindness, honesty, love, unselfishness, knowledge, etc. If we grow into what we most want to be, we must climb our first three steps, as we talked about earlier- we must understand ourselves, accept ourselves, and bring about changes to improve ourselves.

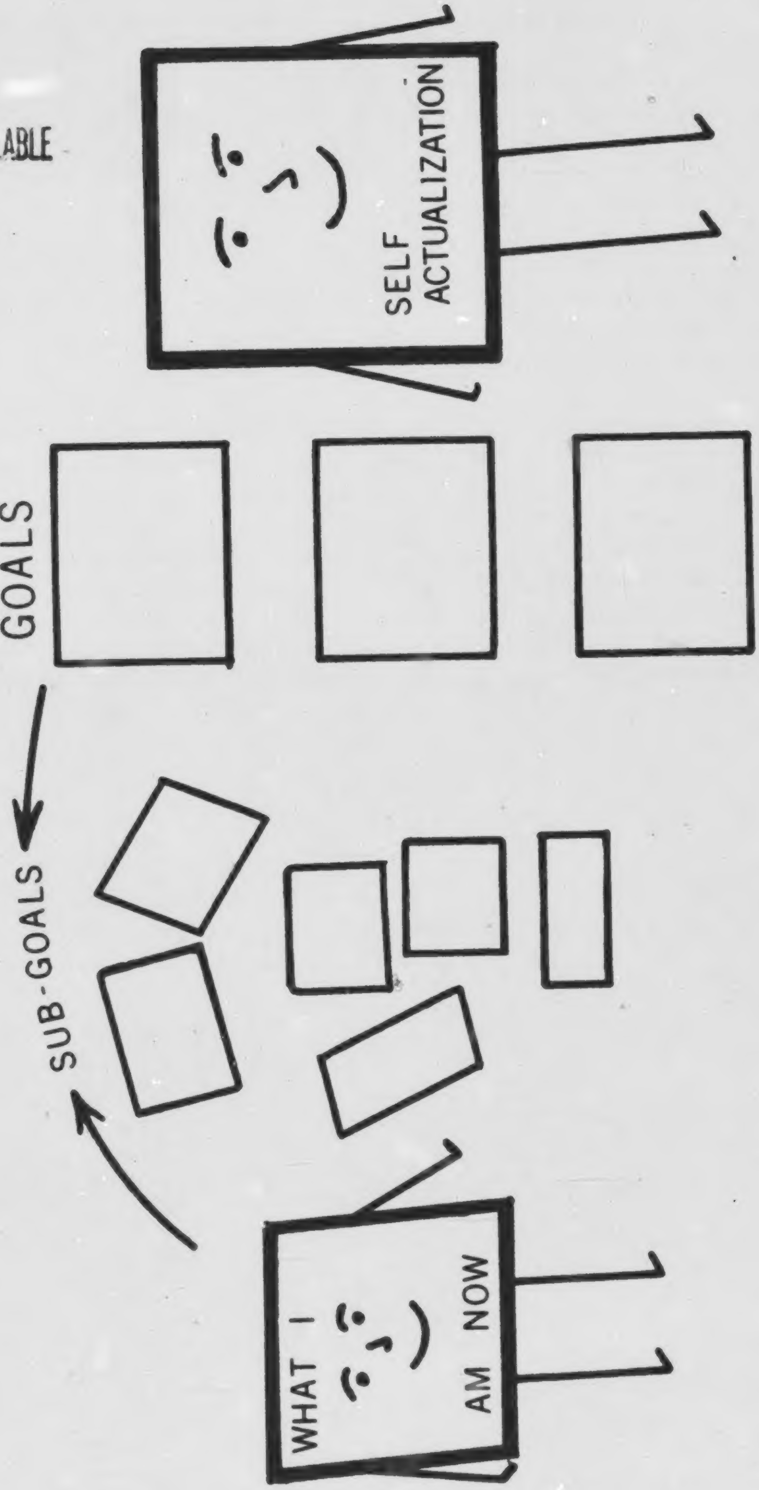
What kind of feeling do you have when you know you're not doing you best on a test, when fixing your hair, or when putting on make-up? Do you feel frustrated, discontent, restless? Is this all bad? No–it's natural, normal and healthy–you know you can do better.

How can we evaluate ourselves? How can we tell whether we are growing? Are we happy in what we are doing? We are growing if we are having satisfactory experiences and if we keep striving to do still better. An example might be found in First Year Clothing Construction.

You are successful in laying out, cutting, and marking your pattern. You sew straight seams, make darts correctly, put a zipper in well, your facings and hems are neat-you have a cute shift that you're proud to wear. Now, do you want to make another shift or make something more difficult? I'll bet you want to make something more difficult.

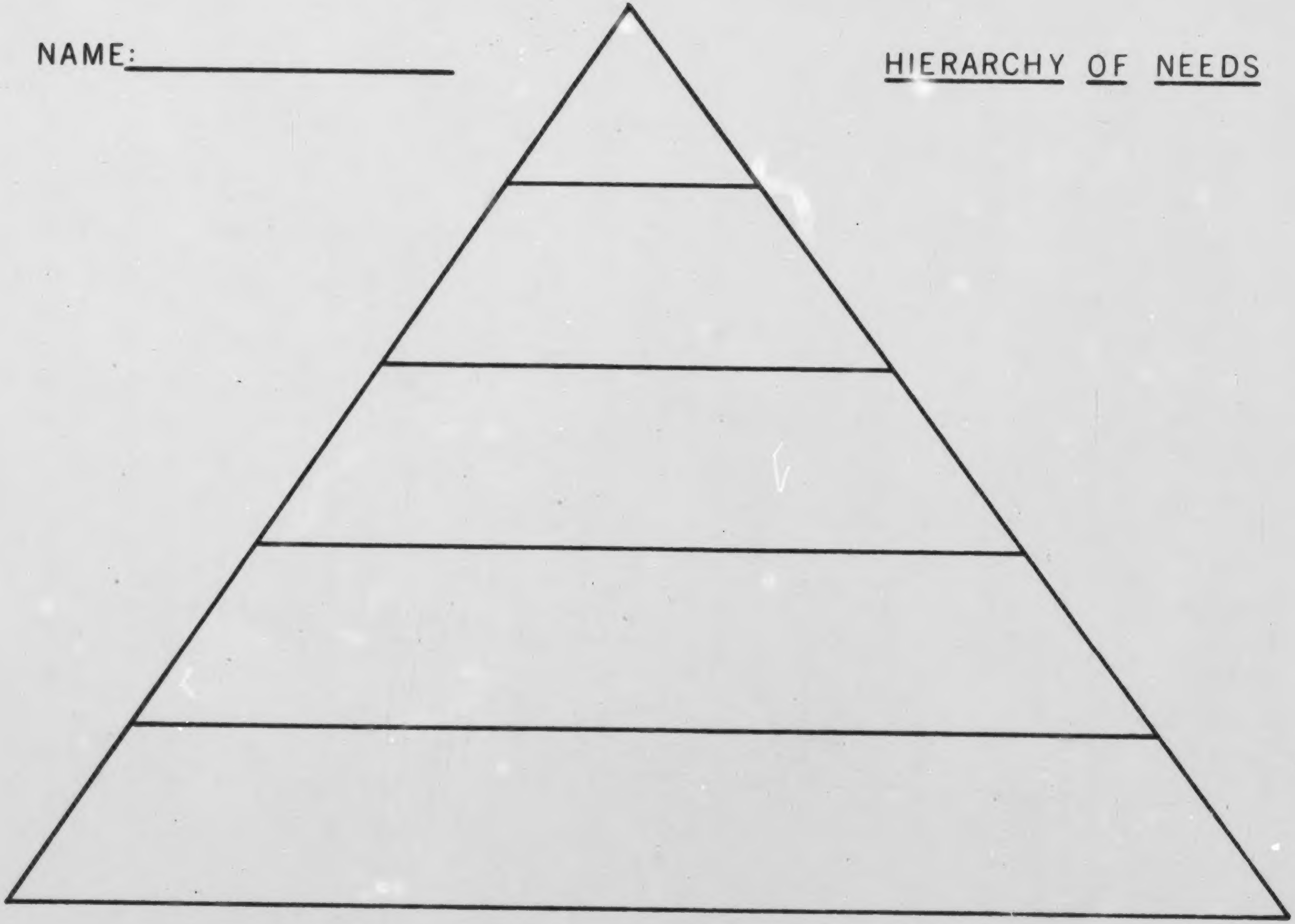
Now "A Happy" (see appendix, page 52) to help you understand what you are now, where you are going, and how you will arrive–also how values and goals relate to needs and to self-actualization. (Hnad out copies of appendix, page 49.) Let's quietly and by ourselves fill these out; I'll give you a few minutes to discuss after everyone has finished. (Collect papers; check and hand back. This helps in understanding some students who do not express their feelings verbally.)

BEST COPY AVAILABLE


SELF ACTUALIZATION
GOALS
SUB-GOALS
WHAT I AM NOW

NAME:____________________

HIERARCHY OF NEEDS



Script for a tape or for a lesson plan.

SOCIAL SECURITY

How many of you have a social security card? (Pause while students respond.) Well, quite a few–in fact, most of you do. How and where did you get it? (Discuss.) Do you really understand how social security works? or do you know that you have a social security card because you must have one in order to work?

Social security is a pretty loud noise around most homes. Why is it important to families? What can it do for you? It offers great benefits. Let's list these benefits in your notebooks.

Social security covers the following:

1. Unemployment insurance
2. Old-age pensions
3. Disability benefits
4. Death benefits and aid to survivors
5. The blind
6. Health programs, such as medicare and medicaid

These are six broad areas and they are very necessary areas to the comfort and welfare of all people. Let's sing the first and sixth stanzas of social security coverage. We will handle verses two, three, four and five a little differently.

What do we mean by unemployment insurance? Write your concept of unemployment insurance. (Teacher may then read aloud several of the concepts which the students have written, without calling the students' names.)

In your notebooks write this explanation of unemployment insurance:

> Unemployment insurance is a federal-state program of insurance which provides an income if a person loses a job or is laid off temporarily, provided the person is ready and willing to work. Sick or injured workers may be able to get disability insurance.

(Supervised study–Read Consumer Economics, pp. 289-303.)

Interesting questions concerning unemployment insurance:

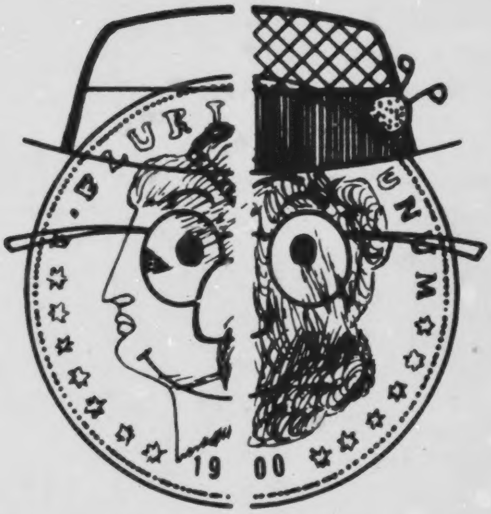
1. Who pays for unemployment insurance? The employee.
2. How long does a person have to work to be eligible for unemployment insurance benefits? Three days in each of four different weeks, or he must have earned $200.00.
3. If an employee is out of work because of a strike, can he collect unemployment insurance benefits? He is not entitled to collect benefits for a seven-week period following the strike.

We hear a lot about medicare and medicaid. What is medicare? What do you think it means? (Discuss.)

Write this explanation of medicare in your notebooks: Medicare is a federal health program that proposes to provide people over 65 years of age with the means with which to secure adequate medical services.

PSYCHIATRIC HELP FOR THE

SCHIZOPHRENIC DOLLAR



BEST COPY AVAILABLE

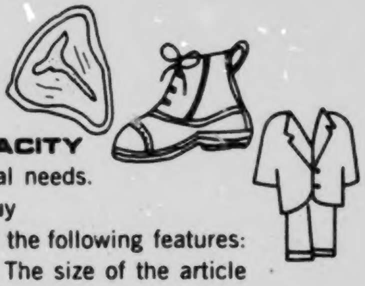
CONTACT

Dr. Home Economics
Intern-Consumer Education

Office Hrs.
24 Hrs.Daily

For Appointment Call-1971
Home Economics Dept.

5 STEPS TO INTELLIGENT BUYING



1. **DECIDE** on your essential needs and distinguish them from what are luxuries or extras.

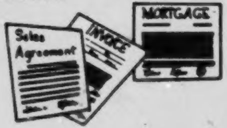
Measure carefully your **2. CAPACITY** to purchase against your essential needs.

If you decide to buy

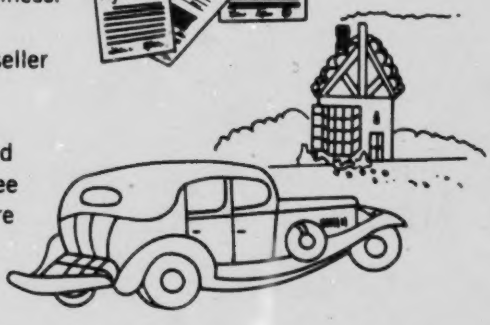
3. CONSIDER the following features:

- a. The size of the article
- b. The style of the article and its basic features
- c. The brand name
- d. The dealer from whom it will be purchased
- e. The price
- f. The guarantee or warranty.

If you do not pay cash you will use your **4. CREDIT**
This involves the filling out of forms and an investigation of your credit worthiness.



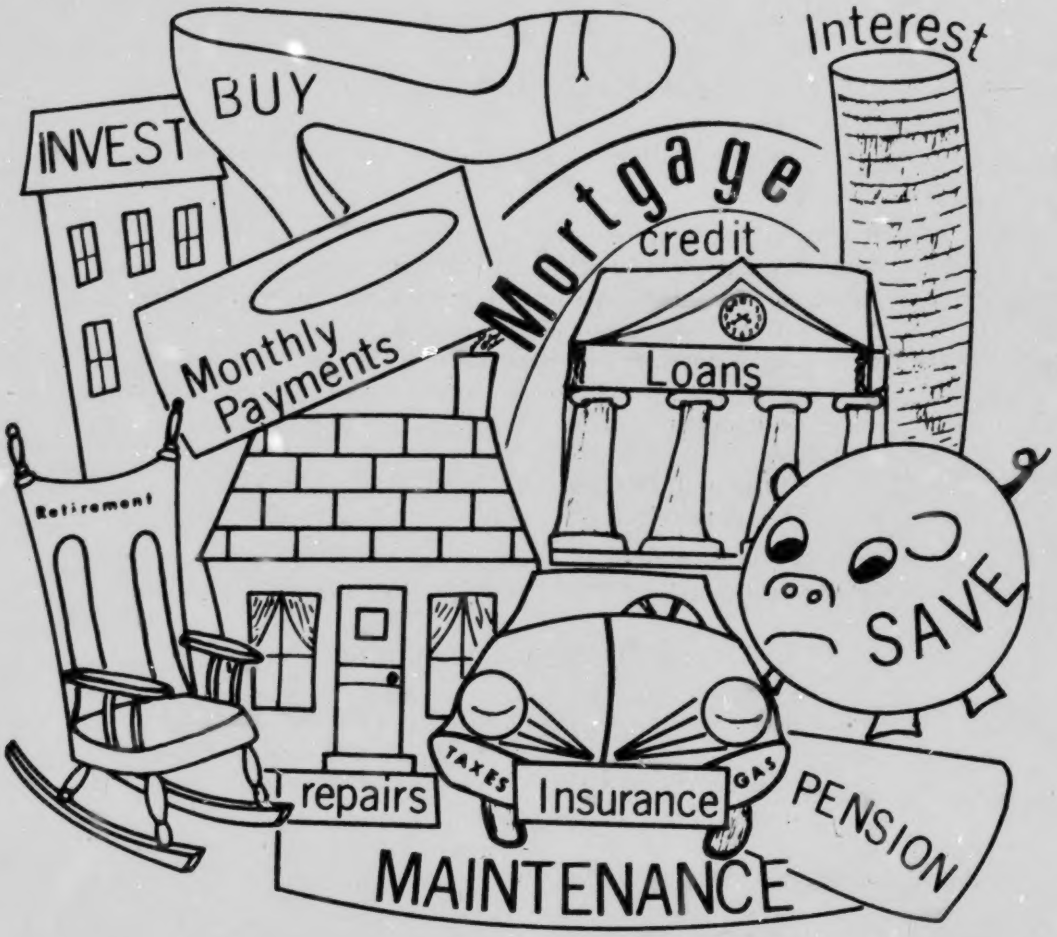
Making a purchase means you and the seller have **5. OBLIGATIONS**
The seller agrees to live up to any guarantee or warranties he has made and to deliver what was purchased. You agree to pay as promised and to take good care of the article until fully owned.



FOLLOWING THESE STEPS LEADS TO HAPPY USE

—National Foundation for Consumer Credit, Inc.

Why didn't someone tell me about these things? BEST COPY AVAILABLE


Interest
BUY
INVEST
Mortgage
credit
Monthly Payments
Loans
Retirement
SAVE
TAXES
GAS
repairs
Insurance
PENSION
MAINTENANCE

TELL IT LIKE IT IS!

HOW TO SHOP FOR CREDIT

1. Desire to shop.
2. Compare.
3. Ask questions.
4. Evaluate.
5. Use credit cautiously.

THREE BASIC KINDS OF CREDIT

1. Service – examples: gas, telephone, electricity (utility companies)
2. Sales – example: retail businesses
    - A. Regular or 30-day accounts (no service charge if paid in 30 days)
    - B. Ninty-day accounts (three equal payments)
    - C. Revolving account (thirty days, no service charge; balance left after 30 days, interest on unpaid balance)
    - D. Bank card – consumer pays bank on 30-days or revolving account
    - E. Installment – written contract; payment schedule; title to goods remains with dealer
    - F. Cash loans
        - (1) Term or single payment – 30, 60, 90, or 120 days
        - (2) Installment loan – monthly payments, 3 to 36 months
3. Checking account with overdraft – credit limit $300 to $5,000; write check on money arranged for but not actually in your account

WHERE TO SHOP FOR CREDIT

1. Retail stores
2. Banks
3. Savings and Loan Associations
4. Credit unions
5. Consumer Finance Company
6. Life Insurance Policy
7. Pawnbroker

What does credit cost? – Stated in "Truth in Lending"

TRUTH IN LENDING ACT – Consumers must be given the price of credit in dollars and cents as well as annual percentage rate.

WHAT SHOULD WE KNOW ABOUT CONTRACTS?

Given a contract:

1. Description of item
2. Cash price
3. Service charge
4. Taxes, insurance, etc.
5. Down payment
6. Possible refund for prepayment
7. Description of collateral
8. When, where, and amount of each payment
9. Penalty for non-payment

CORPORATION

General Information For the Teacher

I. WHAT IS A CORPORATION?

A corporation is "an association of individuals united for some common purpose, and permitted by law to use a common name, and to change its members without the dissolution of the association". (as defined by the Supreme Court of the United States) Fisk and Snapp -- page 549.

II. HOW ARE CORPORATIONS CLASSIFIED?

Corporations are commonly classified as PUBLIC and PRIVATE corporations.

A. PRIVATE: Those that are created for social, charitable, or educational purposes and do not distribute profits.
Those that are created for the financial profit of their members.

B. PUBLIC: Corporations that are established for governmental purposes and for the administration of public affairs.

III. HOW IS A CORPORATION ORGANIZED?

A. What are the steps in forming a corporation?

To form a corporation, the persons organizing it must present a petition to the proper officials of their state. This petition gives the name of the organization being formed, its purpose, its owners, and other necessary facts required by law. If the petition is approved, a CHARTER will be granted. This charter is really a contract between the state and the corporation, the corporations and the members, and the members and the state. By this contract the state agrees that the corporation may exist, transact business, and exercise the powers for which it is organized.

B. How does a corporation get money to operate?

A business corporation issues shares of ownership known as SHARES OF STOCK. These become the capital stock of the corporation and are sold to people interested in investing their money.

C. What is the title given to persons buying stock?

When a person buys one or more shares of stock, he becomes a SHAREHOLDER or a STOCKHOLDER.

D. What evidence does a person have of his investment and its value?

A shareholder is issued a STOCK CERTIFICATE, which is evidence of his ownership and his rights in the business.

Stock may have a PAR VALUE, which is the amount printed on the certificate. If it does not have a par value, it is a NO PAR STOCK.

E. How are stocks classified?

The capital stock is often divided into classes giving the holders various legal rights in the corporation. The usual classes of stock are COMMON STOCK and PREFERRED STOCK. All stock issued by a corporation is common stock unless it is otherwise designated.

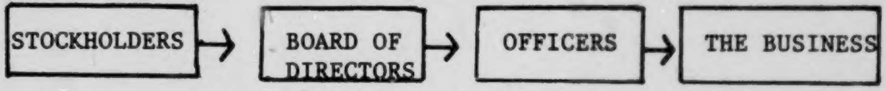
1. Preferred Stock: is stock which entitles the owner to receive a specified rate of dividend.
2. Common Stock: does not provide for the payment of any specified rate of dividend.

F. What are the voting rights of a stockholder?

A stockholder is entitled to cast as many votes as he has shares of voting stock.

G. Who represents the stockholder?

The voting stockholders of a corporation elect a BOARD OF DIRECTORS to represent them. The board of directors, in turn, chooses OFFICERS who actually conduct the business.



IV. WHAT ARE THE POWERS AND DUTIES OF THE CORPORATION?

A. The GENERAL POWERS of a corporation are incidental to its existence. They include the following:

1. PERPETUAL SUCCESSION: means that the corporation is to exist continuously during the period for which its charter was granted, regardless of changes in its membership.
2. CORPORATE NAME: A corporation must have a name to identify it. It may enter into contracts and may sue and be sued in this name.

3. ACQUISITION OF PROPERTY: A corporation may acquire and hold such property as is necessary for the purpose of carrying out its express powers. The charter usually gives the power to acquire and hold property; in some cases it restricts power.

4. CORPORATE SEAL: A corporation has the right to have a seal. Under modern law, however, a corporation need not use a seal in a given transaction unless it is required by statute or unless a natural person in transacting the same business would be required to use a seal, as in a conveyance of land.

5. BYLAWS: A corporation has the power to make reasonable rules and regulations called bylaws, not inconsistent with existing law, for the management of its business.

B. EXPRESS POWERS: Express powers are specifically stated in the charter. Although a corporation is treated by law as a person, it does not posses all of the powers of a natural person. It may not engage in any business other than that for which it was formed.

C. IMPLIED POWERS: The implied powers of a corporation are reasonably necessary to carry out and make effective the expressly granted powers. Authority for carrying out the express powers is implied.

V. WHAT ARE THE DUTIES AND POWERS OF THE BOARD OF DIRECTORS?

DIRECTORS: the board of directors has authority to manage the corporation. They possess the power to enter into any contract necessary to promote the business for which the corporation was formed. They are responsible for seeing that the corporation does not exceed its powers. Directors are not allowed to change the purposes of the corporation or to dissolve the corporation. The board may appoint officers and other agents to act for the company.

VI. WHAT ARE THE POWERS AND DUTIES OF THE OFFICERS OF A CORPORATION?

OFFICERS: The officers of a corporation are its agents. Consequently their powers are controlled by the laws of the agency and are subject to limitations imposed by the charter and bylaws or by the instructions of the board of directors.

DEPARTMENTAL FUNCTIONS

I. Engineering Department

- A. Design the products
- B. Make working drawings
- C. Design stock certificate and Logo
- D. Make stamp for Logo
- E. Assist production activity
  - 1. Design equipment to speed up production
  - 2. Design flow charts

II. Marketing Department

- A. Conduct consumer survey to determine selling price, color, design details, etc.
- B. Establish selling plan
  - 1. Publicity
  - 2. Assignment of sales personnel
  - 3. Record of sales

III. Purchasing Department

- A. Locate and buy materials, equipment and special tools
- B. Maintain supply of materials

IV. Production Department

- A. Make a prototype
- B. Analyze the operation
- C. Set up production line
- D. Produce product

V. Quality Control

- A. Inspect product to determine acceptability

You Can Bank on It

Do you know what the term "full-service bank" means? Have you ever heard of a savings and loan association? What kind of service does a mutual savings bank give?

The main difference between these institutions is in the type and range of services they offer. Commercial banks offer a much wider variety of services--from savings and checking accounts to trust services, and all kinds of business, farm, and consumer loans.

When you deposited your piggybank savings in a real bank, you got your first introduction to a bank service--a savings account where your money earns interest. Now, with thoughts of college or your first full-time job in a year or so, you're probably interested not only in savings accounts, but also in other services such as checking accounts, loans, traveler's checks, and safe-deposit boxes.

A Checking Account: Most banks will welcome your checking account if you are a high school student and your parents are customers. Then, when you go on to college or to work, you can open an account of your own in a bank of your choice.

A checking account, which is offered only at commercial banks, will help train you to meet the new financial responsibilities you'll face in college, in business, or in marriage. Even if you handle only a few dollars a week, a checking account will save you time in paying bills; the canceled checks are receipts for your purchases. Also, you'll quickly see how you spend your money.

With just a few dollars you can open a *special* checking account, the kind most widely used among younger people. You'll probably pay a monthly service charge of about fifty cents and a charge of a dime or so for each check you write. If you are really flush, you might consider a *regular* checking account. With this type you must keep a minimum balance of from $300 to $500, but you get a certain number of checks free of charge.

If you have both a checking and savings account in a full-service bank, you can have a small amount automatically transferred from your checking to savings account where your money will earn interest. After high school graduation your savings will come in handy, no matter what your plans.

Types of Loans: At a commercial bank you might get a loan for any worthy purpose from paying college bills to financing a car purchase or vacation. Many commercial banks give college loans under the federal government's guaranteed loan program. The loan is made directly to any student attending or accepted at an accredited college or university, and it allows an undergraduate up to $1,000 a year and a graduate student up to $1,500. Repayments don't start until nine months after the student is out of college, and then he or she can take up to ten years to pay.

You can buy traveler's checks at any bank; if they are lost or stolen, your money will be promptly replaced.

Whether you go on to college, to work, or get married, you should protect your valuable papers in a safe-deposit box in the bank's vault. A small box rents for about $7 a year and is protection for your birth certificate, your social security card, the bill of sale for your first auto, your savings bonds, marriage certificate, passport, and, as time goes on, insurance policies, leases, etc.

The best buy at any bank is your banker's advice--it is free. He is the man to see about any of your money problems or programs, from balancing your budget to financing your education.

Places field trips can be made:

Drafting and Design

Landscape Architect – Horne Nursery –Laurel, MS
Plumber – Mauldin Plumbing Co. – Laurel, MS
Welders – Wansley Welding Service – Laurel, MS
Electrician – City Electric Co. – Laurel, MS

Diversified Services

Interior Decorator – Roberts, Inc. – Laurel, MS
Kindergarten Worker – St. John's Day School – Laurel, MS
Dietitian – Jones County Community Hospital – Laurel, MS
Dental Assistant – Dr. R. L. Donald – Laurel, MS
Social Worker – Welfare Department – Laurel, MS

Office Occupations

Receptionist – Dixie Electric Power Association – Laurel, MS
Switchboard operators – Masonite – Laurel, MS
Accountant – W. F. Horne and Co. – Laurel, MS
File Clerk – Laurel Bone and Joint Clinic – Laurel, MS
Secretary – Jones County Schools – Supt. Office – Laurel, MS

Production Distribution and Management Occupations

Veterinarians – Dr. Clyde Odom – Laurel, MS
Geologist – Vincent G. Scoper – Laurel, MS
Long Distance Truck Drivers – Howard Industry – Laurel, MS
Bottling Plant Workers – Nehi Bottling Co. – Ellisville, MS
Railroad Freight Conductor – Gulf Mobile and Ohio Railroad – Laurel, MS

FIELD TRIP - SURVEY SHEET

Name of business: ______________________________ Date ____________

Address: ____

1. Name two or more blue collar jobs you saw.

____

____

2. Name two or more white collar jobs you saw.

____

____

3. Kinds of products? ______________________________________

4. Types of jobs available? _________________________________

5. Entry level educational requirements? _____________________

6. Union or non-union? ______________________________________

7. Is the business operation seasonal? ________________________

8. Describe the job that you saw which interested you most.

____

____

9. Did you see unsafe practices? (If so, what?) ______________

____

____

10. What interested you most about this trip and why? ___________

____

____

11. Give some suggestions that you think would have improved this trip.

____

____

____

____

____

____

____

Evaluation of Career Education - Exploratory Phase, Level II

1. From your experiences in Level II of the exploratory phase, have you gained a better understanding of the reasons why people work? Explain.

2. Do you feel that you are better able to evaluate your personal traits and abilities in relation to career choices and plans because of your experiences in Career Exploration? Explain.

3. Do you feel that Level II of the Exploratory Phase of Career Education has helped you in any way in being more realistic about your career plans? Explain.

4. Do you believe that all students would benefit from Career Exploration? Explain.

   Seniors Only: At what grade level do you think Career Exploration would be most helpful for students and why?

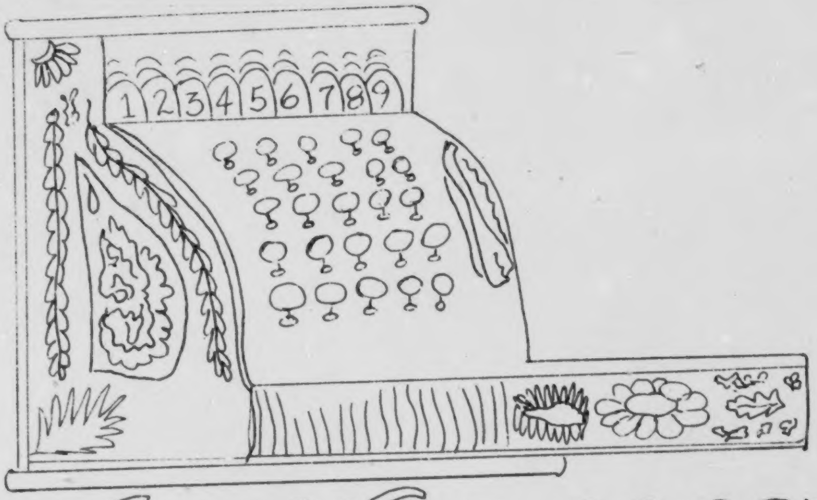
5. What have you gained from Career Exploration that you feel will be most beneficial to you in your future career plans?

6. What do you think would make Career Exploration more helpful in preparing for the world of work?

BEST COPY AVAILABLE

APPENDIX B

BEST COPY AVAILABLE



you are a consumer

TALKING SHOP

To Teenage Consumers

HOME ECONOMICS LEARNING PACKAGE

IDENTIFICATION PAGE

Title:	Talking Shop to Teenage Consumers
Subject:	Consumer Education
Performance Level:	Secondary School Students
Purpose:	To assist students in understanding the characteristics of private enterprise, thus enabling them to relate their interests more meaningfully to the market place. Wiser decisions concerning production and consumption will be made if more information is gained in this area and more learning experiences are participated in by students.
Producer:	Mrs. Louie E. Kemp Curriculum Coordinating Unit Mississippi State University State College, MS 39762
Date:	February, 1971

TEACHER'S SECTION

I. Generalization:

A. The characteristics of private enterprise must be understood by teenagers so that consumer credit, purchasing power, and decision making may be meaningful when shopping in the market place.

B. Component Ideas:

1. Private enterprise versus centrally planned economy
2. Understanding businesses that supply demands of teenagers
3. Relationship of the structure of buildings in the market place to patronage of the businesses by teenagers
4. Improved physical environment of shopping areas to stimulate teenage consumers

II. Instructional Objectives:

A. The student will state in writing, with 100% accuracy, a complete description of the terms private enterprise and centrally owned economy.

B. Given complete descriptions of different types of businesses, the student will select those businesses which supply the demands of teenagers and will state in writing the reasons for her selections.

C. The student will state in writing at least five structural components of buildings in the market place which encourage patronage of the businesses by teenagers, stressing the strengths and/or limitations of each structural component.

D. Given a model diagram of a teen village shopping center, the student will name those structural features of the center needed to improve the physical environment of the shopping areas to stimulate teenage consumers, logically justifying her answers.

INSTRUCTION FOR THE TEACHER:

I. Instructional approach

This learning packet will use the quasi-discovery approach primarily. There will be some facts, data, and information presented.

II. Identification of learners

This HELP is developed for average 11th and 12th grade students. It will be used as a part of a one semester course in consumer education, and will lead into consumer credit.

III. Special instructions

A. Equipment needed: Tape recorder

B. Materials needed: Textbooks and Tape

1. Consumer Economics, Wilhelms, Heimerl and Jelley, New York: McGraw-Hill Book Co., 1966.
2. Using Our Credit Intelligently, Cheyney, William J., Washington, D.C.: National Foundation for Consumer Credit, Inc., 1968.
3. You Are a Consumer of Clothing, Garrett, Pauline G., and Metzin, Edward J., Boston: Ginn and Co., 1967.
4. Teenage Consumers – tape.

C. Media needed: Questionnaires (one for each business researched)
Graph paper and ruler
Patterns for buildings

D. Facilities needed: Home Economics Laboratory.

IV. Instructions for evaluation

Special requirements: The pretest, self test, and post test were developed from the context of the instructional objectives. The pretest and the post test will be identical in order to attempt to measure the extent of knowledge gained.

SUGGESTIONS FOR THE TEACHER

1. Provide a manila folder, or some type folder, to hold the student section of the learning package.

2. Label each folder – do not write on the learning package. These packages can be used from year to year.

3. For each student, copy a pretest, self test, post test, questionnaire, house top for boxes, and base for the building. This will keep the learning package intact for future use.

4. Adapt this package to your own class – revisions in the instructions may make the package more meaningful to your students.

The following is a suggested introduction which you may want to use with your students:

What is the name of this course? (Write on board – Consumer Education) How many of us in this room are consumers? Yes, we are all consumers; but are we all wise consumers? No, we aren't.....I wonder why?

Okay, we buy what we want – when we want it – and maybe we don't even need it. What motivates us to buy? Why and how do we buy goods and services? How many of you found everything in this town that you had on your Christmas shopping list last year?

Okay, would you like to have a shopping center that would provide all of your teenage needs?

Good! That's exactly what we'll plan – and we'll do it individually. Each of you will have a package of material to work with – your instructions are clear, I think, but you may always check with me if you become confused.

Read well (digest) page 1, then begin – but do not write on the sheets in the learning packet. I will provide you with a separate pre test, questionnaire, house top and building base pattern, and post test.

Follow all your instructions carefully.

BEST COPY AVAILABLE

PRETEST KEY

Fill in the Blanks

1. a. Bank
   b. Savings and Loan Companies
   c. Private individuals
   (Others may be acceptable – teacher use own judgement.)

2. a. Salaries
   b. Rent
   c. Advertising
   d. Taxes
   e. Utilities
   f. Insurance

3. To satisfy needs and wants of consumers.

4. To make available the goods and services that people need and want.

5. a. We have resources available in the U.S.
   b. Our economic system has functioned quite effectively.

Answer T or F

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. T
10. T
11. T
12. F
13. T
14. T
15. F

Define the Following

1. Market place – center of exchange for goods and services patronized by consumers and producers.

2. Consumer goods – goods offered for sale at the market place.

3. Market economy – the extent to which goods are produced to meet consumer needs.

4. Free enterprise – individual business firms almost free from government control. Free to operate.

5. Competition – two or more individuals or businesses bidding for consumer purchases.

6. Producer – one who provides goods or services to be purchased.

7. Consumer – one who purchases goods and services to be purchased.

8. Commercial loans – loans for business or commercial purposes.

9. Physical plant – the structure that houses a business and the fixtures within the structure.

10. Dollar vote – we spend our dollars for goods or services that best meet our needs.

POST TEST KEY

See page 2, Instructions for evaluation. The Post Test Key is the same as the Pre Test Key.

Script for Tape – Teenage Consumer *

*** Suggestion: If you do not wish to make a tape, read the script and discuss the material with your students; have them take notes. The tape, however, could be used individually or with groups.**

What are you? Teenage Consumers – that's what you are. Let's see if you understand this part of yourself. What is your choice--mini or maxi skirts? Even though you may like minis better, will you buy maxis and wear maxis? I wonder why.

How much do you know about the market place? A market place is made up of buyers and sellers. You are the buyers, or you may be called consumers; and the store owners are the sellers. You go to the store,full of needs and wants, and the store owner wants to satisfy you and your wants and needs. Why does he want to satisfy you? He wants to sell you his goods or services because this is they way he makes a living for himself and his family. What happens if you go into a store and do not find the items you want. You don't buy anything, right? You go to another store. If a store does not stock items that buyers or customers want, what happens? The seller cannot sell his items,or his stock,or his services – he makes no money. Soon he must close his store and he's out of business. This won't feed his family, will it?

Goods are produced to satisfy needs and wants. To keep the wheels of our economy turning, the goods that are produced must be sold. The word "economy" has just been used. What does "economy" mean? It's really a process – a process that we can visualize as a chain bracelet. Let's name the links in the chain. We'll call the first link buying. Let's call the second link – selling; the third link – producing; the fourth link – earning; and the fifth link – the consumer. [Let's write these words in our notebook. You can label it, "Economic Bracelet." (Repeat the links and their names listed above.)]

What happens to the bracelet if a link in the chain breaks? The bracelet will fall off your arm, and the bracelet could become lost. The same thing happens if a link in an economic process is broken. The economy slows down or stops. Consumers are a vital part of the economy – without the consumer, the economy cannot operate. We might say that the consumer is the clasp that holds the links of the chain bracelet together. List the consumer as a very important link in your bracelet.

An effective economy is one that uses the physical resources, the human abilities, and the technological know-how to satisfy the needs and wants of individuals. The main goal of an economic system should be to make available the goods and services that people want and need. What did we say an effective economy is? [You may put this in your notebook. (Repeat the three parts of an effective economy.)]

BEST COPY AVAILABLE

What is the main goal of an economic system? [Put this in your notebook too. (Repeat – the main goal of an economic system should be to make available the goods and services that people want and need.)]

We have said that a market place is made up of buyers and sellers. Why do consumers come to the market? To satisfy needs and wants – they buy goods that best satisfy their needs and wants. within the price range of their income or pocket book.

We feel that we're very lucky in the United States because we have an economy called private enterprise. You're probably asking. "What is private enterprise?" This means that most of the businesses in our country are owned by private individuals. This has worked for a number of years. Make a mental note, or better still, jot down the words - Private Enterprise and later write your own definition of private enterprise in your notebook

Another term we hear used is "free enterprise " This, too, is an important term. Free enterprise means that individuals and business firms are free to run their businesses as they wish Let's summarize and clarify things by naming four characteristics of private enterprise:

1. Businesses are privately owned, operated, and controlled for the purpose of production, or for retailing goods and services
2. Individuals have the right to choose among many consumer products.
3. Each individual's income depends upon the quantity or quality of the product or service produced.
4. Individuals produce so they can consume. . they consume with dollars, which are recognized media of exchange or purchasing power.

[Repeat these characteristics for the students to put them in their notebooks.]

Now I'm going to give you an assignment – write it in your notebook. Give an example of each of the four characteristics of private enterprise. (Repeat assignment, allowing time to write it down) Answer this on paper, after this tape is over.

There are three words that help us to better understand our system of private enterprise. They are: Freedom, Con[illegible]tition, and Creativity

Private enterprise allows anyone, [illegible]enager or adult, the right to go into business, the right to invent, the right to create, the right to produce goods, and the right to spend income as individuals may desire [Repeat these for students to write in notebooks.]

Do you think teenagers are very important to our economic system? You are right! You are very important! You really have a blast with somebody's money . . did you know you spend 18 billion dollars a year? Well, you do Can you think that big? Well, 18 billion dollars would buy six million new automobiles, or 700 thousand new homes, or a stack of records 3,000 miles high! You can really bend the ear of the producer.

Okay, let's rename the five characteristics of private enterprise . . . can you do that? I believe you just listed them in your notebook. Think about these characteristics, and name them after this tape is over. This brings us to the question, "What goods and services shall be produced?" Largely, the goods and services that we, or you, demand. Think of the goods that teenagers demand . . . "Mod" clothes, "Mod" hairstyles (such as wigs), makeup, sports cars, hondas, and other things. Your dollar vote helps determine what items are manufactured. If goods sell fast, manufacturers will produce more. Through your decisions, you help determine how the whole nation's resources, people, factories, land, and other resources are to be used. You, as a teenager, are really powerful as an economic force since you are consumers, and since you spend 18 billion dollars a year.

Is there an economy anywhere in the world that is different from ours? Yes, in Russia. Do you know how their economy works and what it's called? The Soviet Union has a "centrally planned economy." The kinds of goods produced, and the number or amount of goods produced, is decided by a planning committee, not by the consumer. Guess who sets the prices on the goods – yes, the planning committee. How would you like this system? If the Central Planning Committee decides not to produce your favorite style of slim jims, or shirts, or skirts, these styles simply don't exist. You buy whatever is in the market place, or you do without. Some common complaints in a centrally planned economy are:

1. Shortages of certain items.
2. Surplus,or too many,of certain items.
3. Poor quality of consumer goods and services.

[Repeat these for students to put in notebooks – label Common Complaints in a Centrally Planned Economy.]

Do you realize there's no competition in a centrally planned economy? What is competition? Do you ever compete for a member of the opposite sex? That's competition. When you are trying to attract someone, do you improve the product. . . the product being yourself, your own appearance, and your personality. I'll bet you do! The same is true in the market place in our private or free enterprise economic system in the U. S. A. The quality of goods and services must be kept high, or the consumer will go where they can find the quality of the goods and services he wants. Okay, let's name five characteristics of a centrally owned economy.(Put in notebooks.)

The state or government controls:

1. every business.
2. all production.
3. all consumption
4. all prices
5. goods and services they are of poor quality and are not improved or varied from year to year.

STUDENT SECTION

LEARNING OBJECTIVES

You have a purse full of power! Do you know who spends 18 billion dollars a year? American teenagers, that's who. Eighteen billion dollars–I'd say you make a pretty big noise in the economic system of our nation. You are "King" and "Queen" of the market place. Best wishes for a successful reign. Would you like a few tips that may make your reign more satisfying?

A better understanding of private enterprise and the role you play in it can help you become a more efficient consumer. The following study of private enterprise is intended to introduce you to a market place that will speak the language of teenagers. We feel that you will want to learn more about goods and services that appeal to you, the "now generation." Learning can be fun! Why not enjoy being a wise consumer?

The teacher is here as your assistant in learning. Ask her any questions that will aid you in learning. You may need assistance in finding references or other materials. She will be happy to assist you.

A. Compare private enterprise with centrally owned economy by writing your concept of each.

1. State the main objective of our American economy.
2. State the main objective of a centrally owned economy.
3. Write which economy you prefer and tell why you prefer it.

B. Given the names of businesses that interest teenagers, and questionnaires with which to conduct interviews, state in writing:

1. Two businesses that interest you most.
2. Information found during interviews with managers of three similar businesses. Use questionnaire to conduct interview.

C. Construct a model of each chosen business. Suggested materials are:

1. Boxes (any shape).
2. Cardboard or poster board for original creations.
3. Enclosed pattern for building.

D. Given graph paper and a ruler, draw a plan for your ideal Teen Village shopping center, and write your reasons for this arrangement.

PRETEST

This pretest is not for the purpose of a grade, but to help you decide the extent of your knowledge of economic systems and the market place, and to help you recognize need for areas of further study. The first five questions have blanks for you to fill in to the best of your ability. The following fifteen questions are to be answered with T or F in the blanks preceding the numbers. You are to define the terms on the last ten questions. When you have completed the test, check with your teacher. She will give you a test key and you will grade your own test, then return the test key to your teacher.

FILL IN THE BLANKS

1. Name 3 sources from which an individual may secure finances to open and operate a business.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Name 6 items that you would consider "overhead" in a business.

   a. ____________________ b. ____________________ c. ____________

   d ____________________ e. ____________________ f. ____________

3. Why are goods produced?

   ____

4. What should the main purpose of the economic system of any country be?

   ____

   ____

5. Why have we, for the most part, attained a high standard of living?

   a. ____

   b. ____

ANSWER TRUE OR FALSE (T or F)

______ 1. Several sources of consumer information should be consulted before making a purchase decision.

______ 2. Comparative shopping will result in greater saving.

______ 3. Private enterprise is an economic system.

______ 4. Private capitalism means that each U. S. citizen does not have the right to own a piece of the U. S. A.

______ 5. In Russia the State controls production of goods and services.

______ 6. Competition is unhealthy in private enterprise.

______ 7. Creativity is the basis of a centrally owned economic system.

______ 8. Improved skills and abilities as consumers help to determine to what extent we control economy.

______ 9. The exterior of a building always indicates the quality of the goods offered inside.

______ 10. Private enterprise allows men to create, produce, and enjoy the income that results from the venture.

______ 11. We produce so that we can be consumers.

______ 12. Goods and services are always of excellent quality in a centrally owned economic system.

______ 13. Freedom characterizes private enterprise.

______ 14. Consumers come to the market place with needs and wants to be satisfied.

______ 15. In a centrally planned economy, goods are produced in response to the desires of consumers.

DEFINE THE FOLLOWING

In your own words, write what you think these terms mean.

1. Market place
2. Consumer goods
3. Market economy
4. Free enterprise
5. Competition
6. Producer
7. Consumer
8. Commercial loans
9. Physical plant
10. Dollar vote

LESSON I

Component:

Private enterprise versus centrally planned economy

Objective:

Compare and contrast the characteristics of private enterprise with the characteristics of a centrally owned economy by writing your interpretation of each.

a. State the main objective of our American economy.
b. State the main objective of a centrally owned economy.

Instructions:

Do the following learning activities, and you will find information that you need to reach the objective. When you think you have reached the objective, go on to the next lesson.

Learning Activities:

1. Read: Consumer Economics, Wilhelms, Heimerl, and Jelley, New York: McGraw-Hill, 1966, pp. 1-18.
2. Read: Using Our Credit Intelligently, Cheyney, Will. J., Washington: National Foundation for Consumer Credit, Inc., 1968, pp. 1-6.
3. Read: You Are a Consumer of Clothing, Garrett, P. G., and Metzen, Boston: Ginn and Co., 1967, pp. 14-24.
4. Listen to: Tape – Teenage Consumer. Tape covers the above reading from texts.
5. Work with a group of four classmates. Improvise two market places and originate a name for them. Let one market place be operated by a "central planning group" of a centrally planned economy. Let the other market place be operated by private enterprise. Be as creative as possible – show differences that result from the type of economy used in operating the market place. Role play this scene for the entire class. Ask for questions and comments from the class.

LESSON II

Component:

Information to be obtained by interviews with managers of favorite businesses.

Objective:

Given the names of businesses that interest teenagers and questionnaires with which to conduct interviews, state in writing:

1. Two businesses that interest you most.
2. Information found during interviews with managers of favorite businesses. Use the questionnaires to conduct interviews.

Instruction:

1. As an 'outside-the-classroom activity,' arrange an interview with the manager of your favorite business. Conduct interview. Continue this procedure until you have interviewed your two business managers.
2. Discuss with individuals, or in groups, the information gathered from your interviews, or discuss materials with your teacher.

   Materials needed: Questionnaires designed to use in conducting interviews.

   When you have finished this lesson, take the self-test which deals with learnings from Lessons I and II. Then proceed to Lesson III.

Learning Activities:

1. Interview manager of your favorite business at appointed time.
2. Record information in blanks provided on questionnaire.
3. Discuss your findings with one or more classmates and your teacher.
4. Interview manager of your second favorite business at appointed time, and record information on questionnaire.
5. Discuss findings from first and second interview with a group of three classmates. Then, role-play one interview from each member of the group. Do the role-play for the entire class.
6. Evaluate interview results by letting class vote for the most and best information gained as shown by role-play.

QUESTIONNAIRE

1. Name of business ____

2. Business founded (year) ______________________________________

3. Cost of establishing business (approximately) __________________

4. Number of employees ____

5. Where do you purchase merchandise? ___________________________

6. What procedure do you go through to restock merchandise? __________

   ____

   ____

7. What do you consider as being overhead expenses? _________________

   ____

8. How do you decide what mark-up to put on the goods or services? Is there any regulation on it? ____

   ____

9. How are the procedures started and carried out to secure finances to open a business?

   ____

   ____

   ____

10. How many years did it take or will it take to have the business free of debt?

    ____

11. Are there any sales pitches or advertising "come on's" that cause business to increase?

    ____

    ____

    ____

12. What is one thing that you might say to me as a customer that would cause me to want to buy your goods or services? _____________________________

    ____

13. What are 3 suggestions you can give me to help me be a wise consumer in your business? ____

____

____

14. What system of credit do you have set up to aid your customers?

____

____

15. Is your business, or your goods or services, seasonal? If so, what effect does this have on your business? ______________________________

____

____

16. What is the approximate population of your trade area? ________________

____

17. What age group do you cater to? ______________________________

18. What is the average income level of your customers? ________________

____

SELF TEST

Answer the following questions orally with the teacher or with a classmate. If you prefer, you may write the answers.

When you have answered the questions, check with the Key to the self test on the last page of the unit.

1. List 4 characteristics of private enterprise.
2. What is the principle upon which private enterprise is based?
3. Who makes the decisions as to what goods and services will be produced in a centrally planned economy such as Russia?
4. List 2 constant complaints we hear from consumers in centrally planned economies.
5. Do you think you are more interested or better informed, or both, as a result of your interview? Explain your answer.

LESSON III

Component:

Models of favorite businesses

Objective:

1. Construct models that will best describe your concept of ideal structures to house your businesses.
2. Give your business an appropriate name.

Instructions:

Materials needed:

1. Boxes, such as shoe boxes, oatmeal boxes, corrugated boxes.
2. Poster paper
3. Design prepared for constructing a structure
4. Cutting instrument (obtain from teacher)
5. Stapler and staples (obtain from teacher)

When you have finished Lesson III, continue with Lesson IV.

Learning Activities:

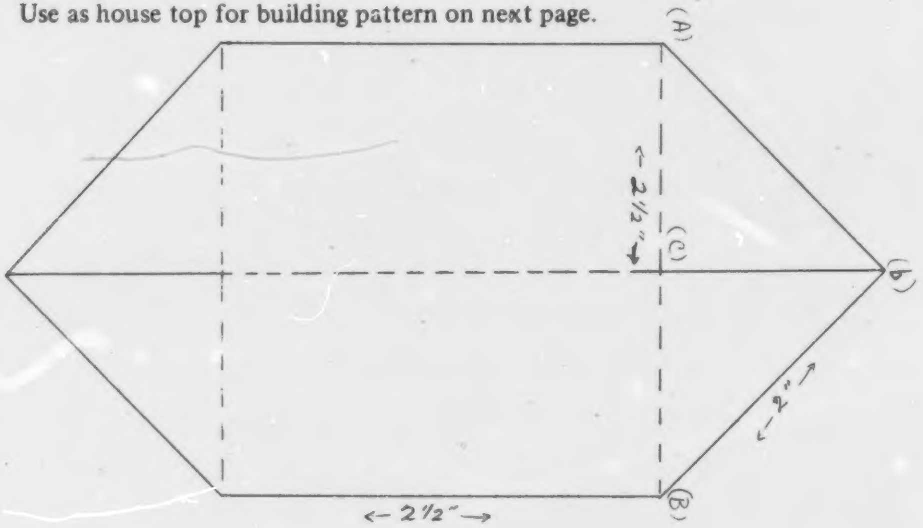
1. Create structures to represent your businesses. (Let your imagination do its thing.)
2. Write a description of the interior of your ideal structure; include color scheme, type fixtures, and arrangement of fixtures, and anything else you wish to include.

PATTERN FOR HOUSE TOP FOR BOXES

The pattern may be enlarged to any size.

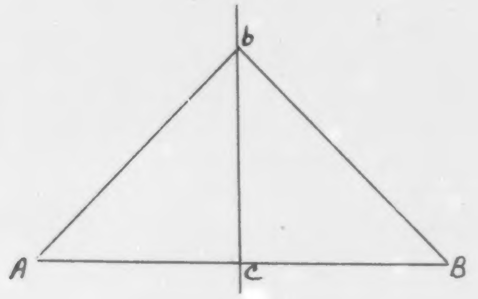
Directions for Cutting and Scoring Cardboard:

1. Cut on solid line.
2. Score on dotted line.
3. To score, cut along line with razor blade, but do not cut all the way through cardboard. Fold along the cut.
4. Fold one end piece over the other and fasten.
5. Use as house top for building pattern on next page.



To enlarge the house top pattern, the following scale may be used:

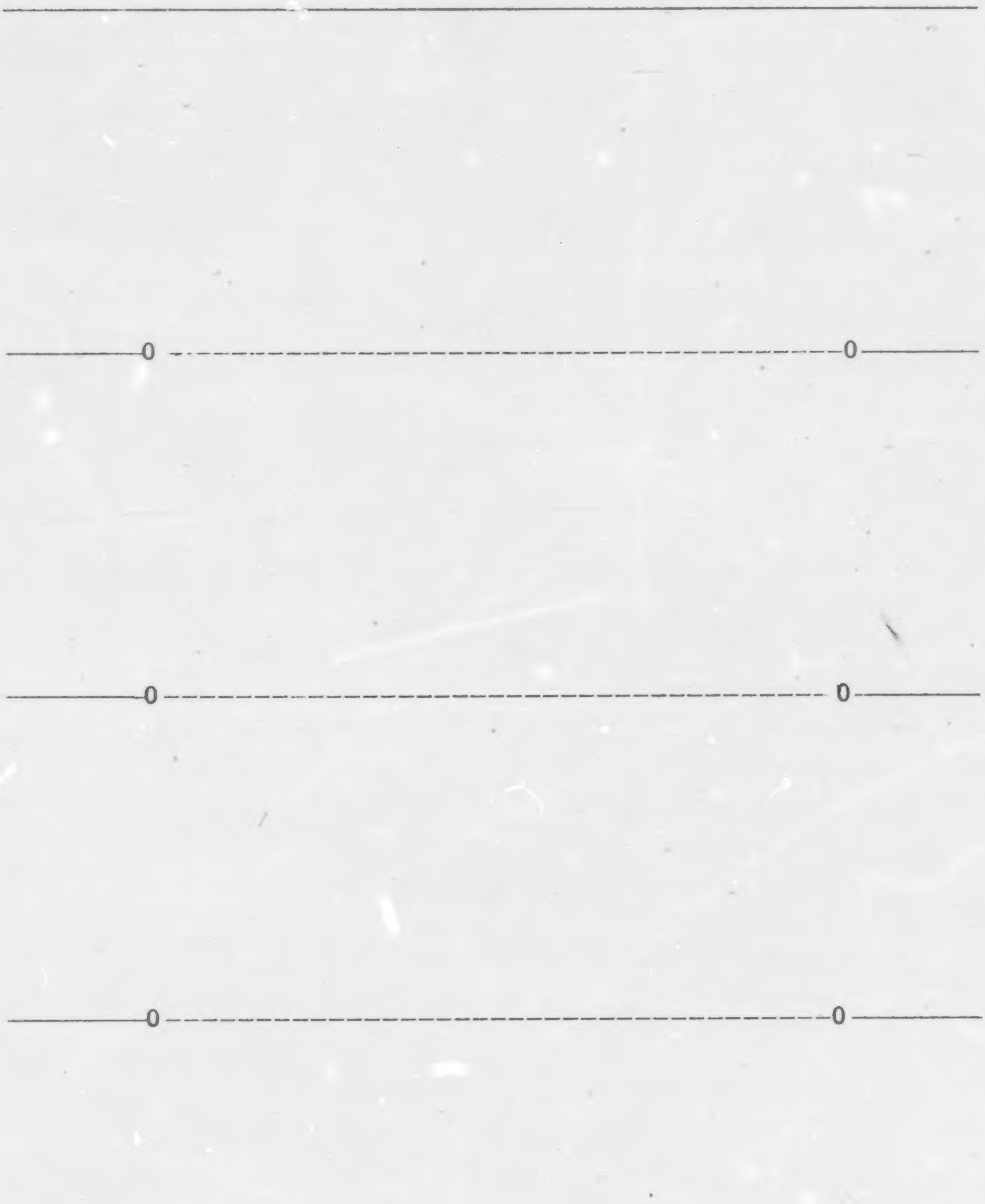
1. Measure the width of building AB (below).
2. Mark the center of line C.
3. Draw a line (b) to the width at the center point.
4. Use this to make the building top (above).



AC = Cb

CB = Cb

BASE FOR BUILDING



1. Cut on solid lines.
2. Cut to 0 from edges.
3. Fold as directed.

LESSON IV

Component:

Teen Village, U. S. A.

Objective:

Draw a plan to show your idea of an ideal teenage shopping center.

Instructions:

Materials needed:	(Obtain from teacher)
	Graph paper
	Ruler
	Magazines
	Papers

When you finish Lesson IV, you will be ready for the post test. Ask your teacher for it.

Learning Activities:

Work in group with three or four classmates.

1. Discuss possible shapes of total shopping center.
2. Discuss possible locations of streets.
3. Discuss possible locations of individual businesses.
4. Discuss parking space.
5. Explore magazines and papers for ideas about 1,2,3, and 4.

Separate from group.

6. Draw a floor plan on graph paper to show your ideal shopping center.
7. Set up Teen Village, U. S. A. The entire class will participate. Arrange buildings (your models), roadways, sidewalks, etc. Re-arrange until the majority of the class is satisfied.

QUEST OPPORTUNITIES

Students interested in looking further into private enterprise, or wishing to explore some other aspect of the market place, discuss with your teacher the following suggestions:

1. Arrange an interview with the owner or operator of a business.
2. Apply for a part-time job and begin to get first-hand information about business and its relationship to the public.
3. Begin a calendar of events that take place when you shop in different businesses. Jot down change in prices, special discount days, activities you observed while in the store, etc.
4. Choose any related activity you prefer. This may be considered a home experience.

SELF TEST KEY

1. a. The right of a man to go into business.
   b. The right of a man to invent.
   c. The right of a man to create and produce to the best of his ability.

2. That every American has the fundamental right to save and accumulate wealth.

3. The central planning committee.

4. a. Shortage of desirable consumer goods.
   b. Poor quality goods and services.

5. This question would bring a different answer from each student. Discuss your answer with your teacher.

BEST COPY AVAILABLE

APPENDIX C

BEST COPY AVAILABLE

SUGGESTED SUPPLEMENTARY MULIT-MEDIA

Guidance Associates
Pleasantville, N. Y. 10570

BEST COPY AVAILABLE

Values For Teenagers: The Choice Is Yours

Helps your students analyze the problem of forming personal values amid conflicting pressures from adults and peers. Interviewed teenagers discuss confusion and bitterness caused by adult hypocrisy and sexual conduct, school achievement and college acceptance, cheating, smoking and drinking. Then they probe the dangers of over-zealous conformity to dictates of the peer group; reasons why social alliances are important to young people. Program asks students how they react when friends begin proving themselves foolishly, demanding similar conduct of others. Program constantly stresses the availability of personal choice. Counselor's Guide helps you lead forthright discussion about values as an expression of true individuality.

Part I: 76 frames / 18 minutes
Part II: 61 frames / 13½ minutes
2 filmstrips; 2 12" LPs / $35.00 / D-105 807
2 filmstrips; 2 cassettes / $39.00 / D-105 823
Discussion Guide

GUESS WHO'S IN A GROUP!

Diane and her friends meet many different groups in the park. They identify criteria for defining groups; relate personal experiences to reasons why groups are formed; learn of group customs and rules, and why groups exclude some individuals.

Part I: 52 frames / 6 minutes
Part II: 52 frames / 7 minutes
Part III: 37 frames / 5 minutes
3 filmstrips; 1 12" LP / $18.00 / D-300 903
3 filmstrips; 1 cassette / $20.00 / D-300 911
Teachers Guide

WHAT DO YOU EXPECT OF OTHERS?

Confronted with a new youngster eager to join their group, children discover that what you expect from people (and why) strongly influences subsequent interactions.

3 filmstrips; 1 12" LP / $18.00 / D-320 885
3 filmstrips; 1 cassette / $20.00 / D-320 893
Teachers Guide

YOU GOT MAD: ARE YOU GLAD?

Herb, an observer to a group conflict, steps in and calms the hostile participants. Your children explore — causes, effects, and expressions of hostility, behavioral choices available in conflict situations, ways to resolve conflicts with minimal hostility.

Part I: 54 frames / 6 minutes
Part II: 52 frames / 7 minutes
2 filmstrips; 1 12" LP / $18.00 / D-340 909
2 filmstrips; 1 cassette / $20.00 / D-340 917
Teachers Guide

Somebody's Cheating!

Program helps students analyze the moral, psychological and social consequences of cheating—for the individual and his society. Interviewed students, teachers and parents discuss reasons behind cheating, "laziness," inability to study, parental pressure to achieve. They suggest ways to counter cheating: more efficient punishment, de-emphasis on rote recall tests, teaching study skills more effectively. Students, parents and teachers take up the question of adults cheating: on taxes, in marriage, in business. . . . How does this relate to student cheating? Do students use it to rationalize their own weakness? Program concludes that personal integrity is the only realistic answer to cheating.

Part I: 72 frames / 14 minutes
Part II: 68 frames / 12½ minutes
2 filmstrips; 2 12" LPs / $35.00 / D-104 958
2 filmstrips; 2 cassettes / $39.00 / D-104 974
Discussion Guide

Personal Commitment: Where Do You Stand?

In Part I, six forthright youngsters discuss the concept of commitment in terms of parental loyalty, responsibility at home, educational objectives, romantic relationships, involvements with religious organizations, participation in local political issues, movements for social reform. In Part II, Richard Eng, Principal of Dwight Morrow High School, Englewood, New Jersey, joins the groups and stimulates discussion of criteria necessary for responsible commitment — development of individual self-awareness, and self-respect. Students explore the importance of evaluating relevant first hand and second hand *experience*. They discuss the importance of seeing the probable *consequences* of individual commitments and actions. And they probe the central role of *emotion* in determining the "rightness" of specific commitments. Program concludes with a series of "open-ended" situations which invite your students to examine their own lives and their feelings about commitment.

2 filmstrips; 2 12" LPs / $35.00 / D-100 923
2 filmstrips; 2 cassettes / $39.00 / D-100 931
Discussion Guide

The Role of the Counselor in the Secondary School

Gives parents specific understanding of how counselors help today's students. Program follows a counselor through his typical working day: interview with a bright, under-achiever; conference with art teacher on motivating a particular student; giving job and scholarship items to the school newspaper; consulting with parents; listening sympathetically to a girl with personal problems; readying a student for his apprenticeship interview; helping several students plan college applications; conducting a group session with the school psychologist; updating vitally important personal and job files, meeting with a State Employment Service representative. Program emphasizes counselor's primary concern with students' self-awareness and ability to make individual decisions wisely.

Produced in cooperation with APGA and written by Carl O. Peets, past-Pres., ASCA.
77 frames / 10 minutes
1 filmstrip; 1 12" LP / $18.00 / D-104 206
1 filmstrip; 1 cassette / $20.00 / D-104 214

The Exploited Generation

In Part I, students see how advertisers and manufacturers view them as a market. They learn how Youth Report Magazine informs industry about young tastes and interests. Young people discuss their own buying habits and motivations, analyze factors which distinguish wise from unwise buying, comment on use of status, personal insecurity and conformism as selling points. Part II focuses clearly on ways young people can buy more wisely now and become intelligent adult consumers. Experts, led by former Presidential Advisor Betty Furness, discuss: dealing with sales personnel, mass media advertising, credit buying, luxury versus necessity, banking, consumer education in the schools. Program features exclusive interviews with: New York disc jockey Gary Stevens, George Johnston, Promotion Director of Seventeen Magazine, Samuel Grafton, Publisher of Youth Report.

Part I: 107 frames / 14 minutes
Part II: 105 frames / 14 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 251
2 filmstrips; 2 cassettes / $39.00 / D-101 277
Discussion Guide

The Tuned-Out Generation

Program introduces interviewed parents with varied viewpoints; the father who has tuned out on his son's needs, the mother who learned all about her son's world and found her familiarity rejected, the parent frustrated by complete inability to communicate with young people, the father who considers his son's idealism a stimulus to his own. By meeting these parents at their most candid, in a situation free of tension, students understand more clearly the human strengths and weaknesses most parents share. More important, your young people see ways to use this new understanding to reduce family flare-ups, cut through mutual uncertainty, admit and rectify mistakes without feeling a battle has been lost.

Part I: 82 frames/15 minutes
Part II: 76 frames/13 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-105 278
2 filmstrips; 2 cassettes/$39.00/7E-105 294
Discussion Guide

Dare To Be Different

In Part I, students examine social and moral strength they derive from sharing common ideas, styles and loyalties. Then they see life situations where "fitting-in" requires ethical compromise, where conflict occurs between adult and peer norms. Program suggests "conformists" base actions on outside pressure while individuality means ability to act on the merits of each situation in accord with personal conviction. Part II probes conformist traditions in America: the immigrant ideal of assimilation, the tendency of business to hire "average people," status oriented materialism. Students meet many who have resisted these pressures, see key differences between the total rebellion of hippies and the creative individuality of artists and other imaginative workers. Program concludes by relating these social themes to choices students make daily — between enriching and diminishing themselves.

Part I: 97 frames / 15 minutes
Part II: 113 frames / 15 minutes
2 filmstrips; 2 12" LPs / $40.00 / D-100 956
2 filmstrips; 2 cassettes / $44.00 / D-100 949
Discussion Guide

A New Look at Home Economics Careers

Program describes opportunities and nature of work in dietetics, the Extension Service, institution management, welfare, home economics research, customer relations for public utilities, retailing, home economics teaching and in communications fields from journalism to advertising. Working home economists discuss their own careers. Students see college training needed: types of courses required, extra-curricular activities and pre-professional organizations, early specialization programs for the home economics diploma. Program emphasizes the many openings available now and in the future, good salary, excellent advancement. Students also see the value of home economics training in raising their own families.

75 frames / 12 minutes
1 filmstrip; 1 12" LP / $18.00 / D-103 323
1 filmstrip; 1 cassette / $20.00 / D-103 331

Your Personality: The You Others Know

Students first hear peers describe personality as distinct from character, describe positive personality traits: kindness, sincerity, sense of style, interest in others — negative traits including "phoniness," exaggerated self-involvement. Program considers the relationship between personality and physical appearance, the self-expression theme in current fashions. Throughout, your students relate each issue to their own lives, prepare to discuss their individual self-images. Part II explores the negative effects of insecurity and self-consciousness on the total personality, ways to master fears, check their influence on behavior. Young people contrast realistic self-improvement goals with dead-end frustration over physical limitations, faults in friends and fixed facts of life. Program stresses the importance of working for self-discovery and remaining open to diversity in others.

Part I: 103 frames / 11 minutes
Part II: 108 frames / 13 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-100 972
2 filmstrips; 2 cassettes / $39.00 / D-100 998
Discussion Guide

EVERYTHING BUT . . .
American Personnel and Guidance Association Award
American Film Festival Honors
Author: Richard Hettlinger
Professor of Religion, Kenyon College
Discusses the characteristics and importance of self-respect as expressed socially, sexually, ethically; emphasizes fidelity to one's own feelings as the truest form of individuality.
2 parts / S-101 202

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Failure: A Step Towards Growth

Helps young people 1. Identify internal causes of failure and begin to deal with them. 2. Avoid overreacting to specific failures. 3. Analyze failure situations objectively in terms of planning and strategy. 4. Learn from failure. Program begins with a brief discussion of such early "failures" as Da Vinci, Lincoln and Churchill. Students see specific ways to review their method of operation, know when to bear down harder, retreat gracefully, try another approach. They see how to recognize and cope with fear of competition, fear of failure itself, even fear of success. They understand the danger of letting failure become a habit, using it as an excuse to give up on themselves. Candid student and counselor interviews underline the universality of failure experiences.

Part I: 71 frames / 14 minutes
Part II: 69 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 400
2 filmstrips; 2 cassettes / $39.00 / D-101 392
Discussion Guide

Four Who Quit

Peter, a 20-year old truckman's helper, discusses his bleak future. Jimmy, a bright Negro boy, describes how reading weakness is keeping him from advancement as a mechanic. Marjorie tells how her hopes for a glamorous career have fallen apart. Richard, a 28-year old salesman, explains how a belated high school diploma finally gave him a chance. Guidance counselor Ralph Jonas uses statistics and common sense to show why corporations don't hire dropouts, the army often rejects them and automation is eliminating the need for their labor. Program demonstrates the overwhelming necessity for graduating from high school no matter what the effort or sacrifice required. Counselor's Guide helps you impress this message on every individual through group discussion.

Part I: 120 frames / 19 minutes
Part II: 111 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 459
2 filmstrips; 2 cassettes / $39.00 / D-101 491
Discussion Guide

Dropping Out: Road to Nowhere

Part I examines dropping out and the world of work today. Dropouts articulate the major reasons most young people quit school. Then they describe what they found on the outside: menial jobs, little advancement, job insecurity. Employers tell what the high school diploma means to them: reliability, maturity, basic intelligence, character, self-respect. Throughout, the program highlights statistics and examines reasons behind them. Part II focuses on dropping out and the world of work tomorrow. Students see how automation is eliminating unskilled jobs and learn that the armed forces will not train non-graduates for career specialties. Program explains that from now on employers will demand diplomas as proof of ability to learn; an ability central to career patterns now developing. Program also probes the responsibility of future parents to provide basic cultural enrichment for their homes.

Part I: 85 frames / 12 minutes
Part II: 79 frames / 12 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 103
2 filmstrips; 2 cassettes / $39.00 / D-101 145
Discussion Guide

Hung Up on Homework?

Students, teachers and guidance counselors discuss the value of homework, ways to do it more effectively and benefit more from assignments. Narrative and candid interviews first analyze key questions: What is homework's contribution to learning? What is the function of daily review? Is parental pressure harmful or counter-productive? How is homework cheating harmful? What is a "reasonable" amount of homework? Then the program details practical ways to improve study habits for homework; shows how to form a plan of action, create proper study environment, review work, use study halls, learn from mistakes.

Part I: 110 frames / 16 minutes
Part II: 97 frames / 14 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-102 051
2 filmstrips; 2 cassettes / $39.00 / D- 102 077
Discussion Guide

The Alienated Generation

Part I, which is without narration, fills your classroom with the faces, sounds and life styles of the original hippie movement. High-impact color photos and music taped on location . . . re-create the spirit and moods of San Francisco's Haight-Ashbury section during its heyday as a sanctuary for the "flower revolution." Part II explores the background of most hippies: affluent homes, college education. Hippies explain why they dropped out, describe lack of communication at home, disgust with war, poverty, racism, materialism. Part III examines daily life in Haight-Ashbury: communal living, "free" clothes, food, drug use, interpersonal relations. Students also confront the disorientation and tragedy awaiting many dropouts. Program builds perspective on current offshoots of the "flower society," invites discussion of other ways to change society and gain self-fulfillment.

Part I: 106 frames / 12 minutes
Part II: 85 frames / 14 minutes
Part III: 79 frames / 12 minutes
3 filmstrips; 3 12" LPs / $45.00 / D-100 204
3 filmstrips; 3 cassettes / $51.00 / D-100 220
Discussion Guide

High School Course Selection and Your Career

Program shows students how course selection helps them: 1. Prepare for future training and education. 2. Pinpoint their own aptitudes, interests and abilities. Part I emphasizes the importance of English, math, science and history to personal career growth; discusses value and purposes of academic diploma, vocational and general diplomas. Part II relates elective courses to practical career plans: language courses, public speaking, mechanical drawing, home economics, cultural enrichment courses; highlights on-going value of extra-curricular activities: school newspaper, band, sports, career and service clubs. Program underscores the role of the guidance counselor in helping students choose courses wisely.

Part I: 115 frames/17 minutes
Part II: 118 frames/18 minutes
2 filmstrips: 2 12" LPs/$35.00/7E-101 806
2 filmstrips; 2 cassettes/$39.00/7E-101 848
Discussion Guide

BEST COPY AVAILABLE

Getting Into College if You're an Average Student

Program shows average students the wide opportunities for college acceptance available to them. Part I points out factors colleges consider which aren't shown on academic transcripts. Students examine motivational changes which cause "late bloomers" to flower in college. They hear of admissions policies favoring hard workers, and of others searching out bright under-achievers. Part II surveys the more than 2,000 four-year colleges and other training programs available, points out that many are admissions-hungry, that one third accept virtually all applicants and that over 40,000 freshmen seats go empty each fall. "C" students get tips on finding the right college for them; using non-profit admissions centers. They see the value of honest self-evaluation and work with guidance personnel.

Part I: 69 frames / 15 minutes
Part II: 71 frames / 17 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 657
2 filmstrips; 2 cassettes / $39.00 / D-101 673
Discussion Guide

Should You Go to College

Narrated by an experienced guidance counselor, program emphasizes the availability of college education to students with varying grades, career ambitions and financial resources. Students consider the wide range of state, church-related and liberal arts colleges, urban universities, technical institutes and community colleges. Two parallel case histories demonstrate how a college education may demand early sacrifice but bring personal and financial rewards usually beyond the reach of those without college training. Program reviews tuition-free college education, loans, part-time employment which make financing possible, "second chance" admission policies which stress motivation over previous performance.

83 frames / 15 minutes
1 filmstrip; 1 12" LP / $18.00 / D-104 909
1 filmstrip; 1 cassette / $20.00 / D-104 917

Choosing a College

Helps students plan a basic "countdown" for making initial college selections; investigating colleges and matching them to personal needs and interests. Students see ways to distinguish primary from secondary criteria. They recognize the danger of basing plans on those of friends or unwise parental pressure. Program discusses scholarships, explains who should seek out vigorous intellectual challenges, stresses the importance of considering departmental and faculty strength rather than "prestige" in evaluating colleges. Finally, students review common points which may influence their decisions: college size, geographic location, urban, suburban or rural setting, coeducation, social structure, costs, athletics, other facilities.

56 frames / 11 minutes
1 filmstrip; 1 12" LP / $18.00 / D-100 667
1 filmstrip; 1 cassette / $20.00 / D-100 675

How to Succeed in High School ...By Trying

Successful adjustment to high school calls first for an understanding of the ways in which the high school experience differs from earlier school experiences. Even more important, it calls for an attitudinal change on the part of the student to permit him to meet new challenges and handle increased personal responsibility. It emphasizes how to get the most out of the high school years, including teacher and counselor contact, studying, classroom participation, extra-curricular activities and developing friendships. Most important, material relates the importance of a high school education to future opportunity. While the program does explore the newness of the high school experience — new environment, new teachers, new friends, new methods — it focuses primarily on the individual's responsibility in attempting to prepare for the years ahead.

Part I: 67 frames / 14 minutes
Part II: 69 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 905
2 filmstrips; 2 cassettes / $39.00 / D-101 921
Discussion Guide

Your First Year in High School

Part I gives practical hints on settling quickly into the new routine, organizing time, developing study skills and habits; selecting and participating in extra-curricular activities; fending off false notions about dropping out. Program stresses the importance of confronting oneself as an individual with more responsibility and personal opportunity than ever before. Part II introduces a guidance counselor who helps students consider criteria for planning high school work, see the importance of past academic record, interests and aptitudes, educational and vocational aspirations in making choices. Students also see the value of part-time and volunteer work in preparing for the future.

Part I: 71 frames / 12 minutes
Part II: 74 frames / 12½ minutes
2 filmstrips; 2 12" LPs / $35.00 / D-107 407
2 filmstrips; 2 cassettes / $39.00 / D-107 423
Discussion Guide

Developing Your Study Skills

Mr. Lass details practical methods for home study, classroom learning and test taking. First he discusses simple homework aids: the right desk, chair, light and convenient bookshelf. Then he stresses the value of solitude, suggests ways to fight distraction and escapism, schedule time, memorize and review efficiently, establish study priorities. Next, he focuses on vital classroom skills: listening well, asking questions, the proper way to take notes, ways to use notes. Finally, students receive pointers on test-taking: being physically fit, building the right attitude, reading directions, budgeting time for each part of the test. Program underscores the futility of cramming. Counselor's Guide reinforces key points, brings out related problems.

Part I: 64 frames / 13 minutes
Part II: 66 frames / 13 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 004
2 filmstrips; 2 cassettes / $39.00 / D-101 020
Discussion Guide

BEST COPY AVAILABLE

Testing, Testing, Testing

Part I demonstrates six practical rules for taking curriculum-based tests: prepare, read test carefully, budget time, play sure hunches, review, develop constructive attitudes. Sample true-false, multiple choice, matching and essay questions show how to apply these rules. Students also learn ways to improve study habits and save time on tests. Damaging effects of cheating are clearly identified. Part II explains how standardized tests help students measure their interests, aptitudes and abilities. Program graphically describes the Bell curve in many applications and introduces various types of standardized tests. Next, students gain practical tips on reading instructions, reviewing accurately, handling different kinds of questions. Counselor's Guide helps you build positive student attitudes on testing.

Part I: 66 frames / 14 minutes
Part II: 57 frames / 12 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-105 104
2 filmstrips; 2 cassettes / $39.00 / D-105 120
Discussion Guide

Testing: Its Place in Education Today

Part I traces the historical development of standardized aptitude and achievement tests, explains their general objectives and purposes. Program then takes your students to Princeton, New Jersey, to see how the Educational Testing Service actually constructs an achievement test. Viewers understand the roles of contributing teachers and test committees, the process of pretesting, revision, constant review of tests' predictive validity. Program also discusses current reseach in evaluation of motivation, creativity. Part II gives detailed advice for use of standardized tests in the elementary classroom, for high school guidance and college admissions, demonstrates optimum utilization through case histories, identifies major areas of test misuse by educators.

Part I: 66 frames / 15 minutes
Part II: 85 frames / 20 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-105 054
2 filmstrips; 2 cassettes / $39.00 / D-105 070

You're More Than a Score

Program gives students a complete explanation of the American College Testing system. Part I introduces students to the four types of ACT tests: Math, English, Social Science and Natural Science. Students learn how and where these tests are constructed, what they measure, why they are necessary. Part II explains where and when students can take ACT tests, shows how test information is computerized and recorded on cards for student, high school and college choices. Individual case history helps demonstrate ways admissions officers use ACT data: to match the student's abilities and interest against college curriculum and activities, predict each student's general chances for success. Students also review ACT's value in helping them plan courses, select majors, think about future careers.

Part I: 46 frames / 9 minutes
Part II: 56 frames / 13 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-107 357
2 filmstrips; 2 cassettes / $39.00 / D-107 365

High School Course Selection and Your Career

Program shows students how course selection helps them 1. Prepare for future training and education, 2. Pinpoint their own aptitudes, interests and abilities. Part I emphasizes the importance of English, Math, Science and History to personal career growth, discusses value and purposes of academic diploma, vocational and general diplomas. Part II relates elective courses to practical career plans: language courses, public speaking, mechanical drawing, home economics, cultural enrichment courses; highlights on-going value of extracurricular activities: school newspaper, band, sports, career and service clubs. Program underscores the role of the guidance counselor in helping students choose courses wisely.

Part I: 115 frames / 17 minutes
Part: II: 118 frames / 18 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 806
2 filmstrips; 2 cassettes / $39.00 / D-101 848
Discussion Guide

You and Your College Entrance Examinations

Program clearly explains why College Boards and ACTs are needed, how they are created and scored, how they are used by colleges and how your students can best prepare to take them successfully. Students also learn of free introductory booklets available such as the Preliminary Scholastic Aptitude Test. They understand the functions and relative importance of verbal and mathematical aptitude tests, subject achievement tests. Prepared with CEEB and ETS, program suggests ways test scores can be used by student and counselor for individual planning, and places major emphasis on effective ways to prepare for college entrance examinations.

Consulting Editor: T. Leslie MacMitchell, Executive Associate, College Entrance Examination Board.

Part I: 77 frames / 16 minutes
Part II: 90 frames / 22 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-107 308
2 filmstrips; 2 cassettes / $39.00 / D-107 324
Discussion Guide

I Wish I'd Known That Before I Went to College

The authors personally confront your students with the realities of college life as opposed to common misconceptions; analyze valid vs. invalid reasons for going to college. Through case histories, they prepare students to dea with post-orientation week letdown feelings of social and academic inadequacy; post-Christmas "depression," roommate problems, "transferitis," fraternities, persona freedom: its possibilities and pitfalls Students also see how to upgrade study skills when necessary; dea with teachers who vary in their methods of testing and grading criteria identify and act upon causes of failure, take and use notes effectively.

Part I: 76 frames / 12½ minutes
Part II: 77 frames / 14½ minutes
2 filmstrips; 2 12" LPs / $35.00 / D-102 150
2 filmstrips; 2 cassettes / $39.00 / D-102 176
Discussion Guide

BEST COPY AVAILABLE

Preparing for the Jobs of the '70's

Part I shows how trends in space exploration, computerization, population growth, undersea farming, the development of new products and services will affect tomorrow's job market. Your students see and hear tomorrow's jobs described by bright, enthusiastic young people who are already filling them. Part II continues to highlight the projected job picture with an examination of atomic technology, its many subfields and developing staff needs. Finally, students explore new opportunities in previously "traditional" areas: health and medicine, law, education, sales, building trades.

Part I: 76 frames / 15 minutes
Part II: 69 frames / 14 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-103 802
2 filmstrips; 2 cassettes / $39.00 / D-103 844
Discussion Guide

Jobs for High School Students

Part I helps students explore their own reasons for wanting to work, helps them distinguish superficial job benefits such as pocket money from more important benefits such as experience. Shows how job objectives should affect job choices. Stresses the danger of taking jobs which demand too much time and energy. Points out common experiences and abilities which are often positive job qualifications. Part II offers practical tips for locating job possibilities in the community, preparing for and following up the job interview. Discusses many jobs from babysitting and waiting on tables to construction, trade, industry, retail sales. Emphasizes practical ways to maximize experience in every job situation.

Part I: 66 frames / 14 minutes
Part II: 78 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-102 291
2 filmstrips; 2 cassettes / $39.00 / D-102 317
Discussion Guide

A Job That Goes Someplace

Actively involves students in the pre-job and on-job decision-making processes. The dynamic format introduces several young people in actual job-finding and job-holding situations. As Wally gets a good job that's right for him, but almost quits, then gets promoted . . . as Joe uses his job interview to ask serious, probing questions . . . as Jim finally quits a dead-end job . . . as Henry, Susan and others make key job decisions — and move accordingly on the job "lattice" — students gain better understanding of how pre-job planning and on-job attitudes can lead directly to advancement and satisfaction.

Part I: 76 frames / 9 minutes
Part II: 70 frames / 9 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-102 275
2 filmstrips; 2 cassettes / $39.00 / D-102 283
Discussion Guide

Babysitting: The Job – The Kids

Program covers virtually everything young babysitters should know for a sound basic approach to their job. Experienced boy and girl sitters discuss getting work, handling fees, emergencies, having the right phone numbers handy, deciding when to call, feeding children, bedtime, strangers at the door, in case of fire, police situations, drawing the line at sitting for "extra" children, special "don'ts" like leaving children in bathroom alone. Parents explain what they want most from sitters: promptness, interest in children, accurate reporting, neatness, general thoughtfulness. Program demonstrates basic rules for babysitters: don't try being the parent, give affection freely, be firm, treat children as individuals, don't sit for child you don't like.

Part I: 87 frames / 15 minutes
Part II: 86 frames / 13 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-100 402
2 filmstrips; 2 cassettes / $39.00 / D-100 428
Discussion Guide

If You're Not Going to College

Part I starts students thinking about realistic career possibilities: military, linguistic, fashion, performing arts, landscaping, hotels and resorts, drafting, photography. Outlines first important stages of career planning: Measuring one's own needs and aptitudes, relating them to careers, selecting the appropriate high school courses, mastering the job interview, adjusting to the first job. Part II emphasizes the importance of specialized non-college training; investigates various junior college and technical school programs, examines the growing impact of automation and resulting need for technically skilled personnel.

Part I: 71 frames / 13 minutes
Part II: 62 frames / 11 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-102 184
2 filmstrips; 2 cassettes / $39.00 / D-102 200
Discussion Guide

Your Future in Elementary Education

Program examines personal qualities which make good teachers and strongly emphasizes the intangible rewards of teaching. An undergraduate describes her liberal arts-based curriculum, courses in education and student teaching. Your group learns three basic principles of teaching: clarity, patience and responsibility. Students examine central objectives of Early Childhood Education, development of subject areas and learning skills. They see clearly the demand for new teachers, opportunities open to them, advantages and challenges of urban, inner-city, suburban and rural teaching. Program also examines improving salaries, tenure and other benefits, post-graduate work in key specialties, consultant work in many areas of elementary education. Ideal for use with Future Teachers of America organizations.

79 frames / 15 minutes
1 filmstrip; 1 12" LP / $18.00 / D-107 456
1 filmstrip; 1 cassette / $20.00 / D-107 464

BEST COPY AVAILABLE

Getting and Keeping Your First Job

Part I shows students how to select opportunities and make appointments through classified sections, public and private job agencies; how to best prepare for and succeed in the job interview, take tests, fit into the new job as quickly and smoothly as possible. Part II suggests ways to gain and hold respect of fellow workers, accept constructive criticism from others, make just complaints effectively, present original ideas the right way to the right person, surmount routine job aspects, ask for an increase in wages and most important, make the first job a learning experience which will benefit every job and career step that follows in the years ahead.

Part I: 67 frames / 14 minutes
Part II: 64 frames / 14 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-101 608
2 filmstrips; 2 cassettes / $39.00 / D-101 590
Discussion Guide

Your Job Interview

Part I shows students how to prepare for the successful interview: how to organize and write a resumé, research the company, be ready to enlarge on resumé information, respond to questions by emphasizing experience most relevant to each job situation. Part II examines how to dress for the interview, how to control voice and manner, when to ask questions, how and when to discuss salary, working conditions. Stresses the dangers of faking, showing off, "selling yourself short." Personnel managers discuss common mistakes new job seekers make, point out interview behavior that impresses them best. "How to" information supplemented with strong motivational content enables students to bring valuable new self-confidence to job interviews.

Part I: 65 frames / 14 minutes
Part II: 72 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-107 654
2 filmstrips; 2 cassettes / $39.00 / D-107 696
Discussion Guide

obs for You:
It's Happening in Home Economics
Interviews with working professionals
describe careers in the hospitality ind
try, Extension Service, child developm
and fashion. Emphasizes role of techni
degree and training.
1 part / 8F-102 028

Preparing for the World of Work

Part I demonstrates to students the crucial necessity of choosing professions or vocations in line with their own aptitudes and interests. Program offers sensible advice on evaluating one's capabilities and aptitudes, stresses the value of consulting guidance counselors and teachers. The concept of vocational education is then introduced as an integrated learning program involving classroom, shop, lab and actual job situations. Part II investigates in clear, specific detail the five major areas of vocational education: home economics, trade and industry, agriculture, distribution, business and office. Student, teacher and employer interviews convince students of the availability and effectiveness of such training.

Part I: 60 frames / 12 minutes
Part II: 84 frames / 16 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-103 901
2 filmstrips; 2 cassettes / $39.00 / D-103 927
Discussion Guide

Choosing Your Career

Part I describes six general personality types: "social," "intellectual," "conventional," "enterprising," "realistic" and "artistic." Students see the broad career areas in which these characteristics are most successfully expressed. Part II helps students evaluate their own personalities in these terms, gain new perspective on their educational and career possibilities through new insight into their aptitudes and interests. Program features self-narrated case histories of many workers including: a narcotics detective, an optometrist, a biochemist and a beautician. Program is designed for use as an introduction to the major occupational files and kits now available.

Part I: 87 frames / 11 minutes
Part II: 85 frames / 16 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-100 683
2 filmstrips; 2 cassettes / $39.00 / D-100 725

What You Should Know Before You Go to Work

Part I explains ways students can begin narrowing down career choices, discusses positive work attitudes: willingness to continue learning, need to persevere. Program considers union membership in some areas. Case histories show how a young bookkeeper, a nurse and an assistant airplane mechanic built fine careers from bottom-of-the-ladder jobs. Part II gives practical advice on how to look for a job and how to handle the job interview; investigates several job don'ts: Taking extra time, failing to call in when absent, inability to get along with others, over-socializing. Peer model interviews stress ways young workers can learn and advance rapidly in typical work situations.

Part I: 101 frames / 14 minutes
Part II: 109 frames / 15 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-106 102
2 filmstrips; 2 cassettes / $39.00 / D-106 144
Discussion Guide

Jobs and Gender

Program challenges stereotypes about "woman's work" and "man's work"; indicates today's trend is toward more realistic job classifications based on individual interest and ability. Part I: Patricia, a carpenter, explains how she started in carpentry; describes her relationships with fellow workers; discusses her responsibilities as a mother and her feelings about carpentry as a field for women. Robert, a nurse, discusses his humanitarian motives for becoming a nurse; notes recent increases in number of male nurses; and talks about his clinical and administrative duties. Part II: Eleanor, a newspaper reporter for a major metropolitan daily, discusses her start as a secretary, subsequent enrollment in a training program for reporters; explores the extent to which professional discrimination still exists and areas in which it's weakening. George, studying to be an early childhood teacher, describes his motives and aspirations. Alan, a kindergarten teacher, discusses his decision to work with small children; describes his relationships with students and parents.

Part I: 63 frames/9 minutes
Part II: 62 frames/9 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-103 349
2 filmstrips; 2 cassettes/$39.00/7E-103 356
Discussion Guide

Why Work At All?

Introduces three young people who discuss and debate their own feelings about job "satisfaction," material rewards, and the relationship of work to personal growth and development. The emphasis is on each youngster's personal work experiences. They probe the idea of work as a major outlet for psychological drives and consider the consequences of a job which frustrates rather than expresses these drives. They analyze qualities of self-discipline, patience, open-mindedness and enthusiasm . . . as they relate to job satisfaction. Cast includes: Tom — working-class and money-oriented; Ed — black and seeking self-expression in work; Jane — exploring the changing meaning of work for women, and the place of work in her own future.

84 frames / 10 minutes
1 filmstrip; 1 12" LP / $18.00 / D-106 318
1 filmstrip; 1 cassette / $20.00 / D-106 326
Discussion Guide

Liking Your Job and Your Life

Features skilled workers speaking directly and spontaneously to your students about their work and their life styles. Students meet the self-employed TV and radio repairman who sets his own hours, takes pride in his craftsmanship and values his complete independence. A factory worker explains the satisfaction of contributing to a better living standard for her family — by doing well-paid, intricate work in a pleasant, sociable atmosphere. Students meet a dedicated Spanish-American community worker trying to improve life in the neighborhood where he grew up; dealing with the excitement of people, power and social change. A black construction worker describes his enthusiasm for outdoor work demanding highly specific skills. Program features segmented filmstrips and correspondingly banded LP records so that students can discuss key ideas.

Segment I: 57 frames / 9 minutes
Segment II: 47 frames / 7 minutes
Segment III: 48 frames / 8 minutes
Segment IV: 37 frames / 6 minutes
4 filmstrips; 2 12" LPs / $35.00 / D-102 671
4 filmstrips; 2 cassettes / $39.00 / D-102 689
Discussion Guide

Careers in Materials Engineering: The Aerospace Age

The program begins by looking forward to the "Quasar Age" and the fantastic metals it may offer us. Then, students see the importance of metallurgy in present space projects: Saturn/Apollo and the interplanetary Nova vehicle, in fuels and stress-bearing parts, wiring, refraction. They explore metallurgy as related to consumer goods production, view patterns of international cooperation in metallurgy. Finally, students learn about careers now opening in the three main branches of metallurgy: Extraction (finding and mining metals), Research (developing new alloys, compounds and materials) and Industrial (creating new applications for space projects and electronics). Comment by James Boyd, former Director of the U.S. Bureau of Mines and Dr. J. H. Holloman, former Asst. Secretary of Commerce for Science and Technology.

81 frames/15 minutes
1 filmstrip; 1 12" LP/$18.00/7E-100 568
1 filmstrip; 1 cassette/$20.00/7E-100 576

A New Horizon: Careers in School Food Service

School Food Service Director describes daily duties in dietetics and menu planning, staff management, purchasing and accounting, classroom teaching, controlling kitchen design, sanitation, use of new equipment, community work, cooperation with faculty and school nurse. Program emphasizes the great and growing need for trained School Food Service personnel, stresses personal and financial rewards. Students examine the type of college curriculum required. They hear a dean, a freshman and a recent graduate describe courses, work-study programs and career possibilities for men and women today and tomorrow.

70 frames / 14 minutes
1 filmstrip; 1 12" LP / $18.00 / D-103 307
1 filmstrip; 1 cassette / $20.00 / D-103 315

Trouble At Work

Goes straight to the heart of typical kinds of on-the-job conflicts. Crackling realism of dialogue and photography taken in actual job situations, fills your classroom with the live tension of . . . conflict between the apprentice mechanic impatient with menial chores — and the master mechanic who came up the hard way and expects others to do the same . . . conflict between the hospital worker with family responsibilities — and the supervisor who can't tolerate excessive absences . . . conflict between the sales girl who makes too many mistakes — and the supervisor whose demanding tone discourages her from asking questions . . . conflict between the filling station attendant content with low pay and no worries — and his ambitious pal, about to take a bank trainee exam. Program features segmented filmstrips and correspondingly banded LP records so that students can discuss key ideas.

Segment I: 54 frames / 8 minutes
Segment II: 40 frames / 5 minutes
Segment III: 48 frames / 6 minutes
Segment IV: 39 frames / 5 minutes
4 filmstrips; 2 12" LPs / $35.00 / D-100 337
4 filmstrips; 2 cassettes / $39.00 / D-100 345
Discussion Guide

An Overview of Technical Education

Part I describes the technical or "para-professional" job level, examines technicians' roles in engineering, food processing, food service, agricultural supply, farm marketing, industrial production and distribution, chemical, electrical and metallurgical research, civil service, health and medicine, data processing, accounting, advertising, child development. Emphasizes the growing importance of technical work, relates technical training to the impact of automation, discusses chance for advancement from technical to professional responsibilities. Part II gives detailed information on vocational education programs which prepare students for technical jobs. Interviews underscore availability and advantages of technical careers for students of many backgrounds.

Part I: 70 frames / 14 minutes
Part II: 109 frames / 18 minutes
2 filmstrips; 2 12" LPs / $35.00 / D-103 604
2 filmstrips; 2 cassettes / $39.00 / D-103 612

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Job Hunting: Where to Begin

Program helps work-bound youngsters tackle the difficult task of organizing and conducting an effective job search. Part I supplies clear, common-sense tips on private and public employment agencies, fees, the meaning of "fee-paid" and "fee-returnable," whether to call or go in person; covers reading newspaper ads, locating training and/or apprenticeship programs, exploring Civil Service opportunities, finding help in community organizations, and getting the most from conversations with school guidance personnel. Program emphasizes the importance of assembling as many choices as possible and learning all one can about the job. Part II presents brief dramatizations of problems that most often arise; challenges students to discuss solutions; provides practical experience in strategy-planning and problem-solving. (Spring release)

2 filmstrips; 2 12" LPs/$35.00/7E-102 259
2 filmstrips; 2 cassettes/$39.00/7E-102 267
Discussion Guide

On the Job: Four Trainees

Program builds strong personal portraits to inspire student identification with various trainees, and demonstrates: 1) Poor school performance and lack of diploma need not preclude *successful* career development. 2) On-the-Job learning is very different from textbook learning. 3) Discovery of a youngster's job aptitudes is a major step toward career achievement. 4) "Upgrading" training programs exist in a variety of employment fields throughout the United States. *Advanced Vocational Education* — Tom explains his participation in a community college program for hotel and restaurant management. *Apprenticeship* — Art tells what it is like in a formal apprenticeship program, explains what is expected of him by union and employer, what career advantages he expects within the union as a journeyman machine repairman. *Upgrading* — Nurse's aide Vivian, a high school dropout, describes her upgrading training program to become a licensed practical nurse and her goal to eventually become a registered nurse. *On-the-Job Training* — Luis talks about his On-the-Job Training which is qualifying him for specialized construction work in a gas utility.

Segment I: 50 frames/8 minutes
Segment II: 46 frames/7 minutes
Segment III: 40 frames/8 minutes
Segment IV: 52 frames/7 minutes
4 filmstrips; 2 12" LPs/$35.00/7E-101 285
4 filmstrips; 2 cassettes/$39.00/7E-101 293
Discussion Guide

Your First Week on the Job

Program is designed to reduce anxiety and bring increased confidence to young people's first experiences in the world of work. A clear, sympathetic, "common sense" approach helps students analyze key on-the-job problems: finding out "who's who" in a job situation, answering phones and taking messages, suitable dress, coping with difficult or distracting personalities, deciding on whether first-name or formal salutations are appropriate, arriving at a personal policy for the length of lunch hours and coffee breaks. Program invites student discussion of specific, open-ended situations. (Spring release)

2 filmstrips; 2 12" LPs/$35.00/7E-101 988
2 filmstrips; 2 cassettes $39.00/7E-101 996
Discussion Guide

Group Discussion Techniques in Guidance

This 15-minute tape *demonstrates* role playing, "six-by-six," "fish-bowl" and other techniques for follow-up group discussion; features sound filmstrip content as input leading to actual discussion among young people — led by Richard Greenfield, a leading innovator of group guidance methodology at the City University of New York. Program provides an intensely practical learning unit for in-service training and professional development.

1 cassette /7E-800 910

Different Ways to Go to College

Sound filmstrip provides a lively overview of non-traditional college programs. Part I examines a wide range of independent study programs — from work-study courses to experimental college degrees based solely on individual research, experience or achievement. College students describe their own programs at Antioch, Friend's World College and in a "university without walls" program. Part II discusses new admissions policies designed to help more people enter college, the expanding role of two-year colleges and domestic exchange programs.

Undergraduates describe their experiences in Rutgers' Traditional Year Program, New York Community College, and a domestic exchange program between Connecticut College and Williams. Program stresses that "It's a whole new college scene — flexible, changing, geared as never before to meet the needs of the individual."

Part I: 71 frames/11 minutes
Part II: 50 frames/ 9 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-103 406
2 filmstrips; 2 cassettes/$39.00/7E-103 414
Discussion Guide

BEST COPY AVAILABLE

And They Lived Happily Ever After? Understanding Teenage Marriage

To a teenager, the idea of marriage at an early age is appearing more and more attractive — the average age of couples at the time of marriage is dropping every year. Fully 35% of all marriages will be teenage marriages and, if present rates continue, half of these will end in divorce within 5 years. Why? *And They Lived Happily Ever After?* explores the underlying causes of early marriage, and provides perspective by answering important questions for your teenagers like: How do you know when you are emotionally and psychologically mature enough for marriage? What about finishing school? Financial support? Responsibilities of a job? Early parenthood? Your relationship with in-laws and friends? This sound filmstrip will help implant firmly in the minds of your teenagers the fact that it takes a great deal of effort, compromise, determination and maturity if such a marriage is to be a lasting one.

Part I: 106 frames/19 minutes
Part II: 104 frames/21 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-100 253
2 filmstrips; 2 cassettes/$39.00/7E-100 279
Discussion Guide

Becoming a Woman/ Becoming a Man
(Revised)

In Part I, detailed studies of male and female reproductive systems help students understand the comparative developments of puberty in boys and girls; explains respective physical changes and their reasons. Part II focuses (in two separate sections) on the emergence of male and female sexuality. Program discusses the male's emotional and physical responses to sex; masturbation; responsibility in sexual situations; the importance of strengthening shared sexuality through a realistic understanding of female needs and expectations. Program explores changing views of female sexuality; physical and emotional responses to sex. Emphasizes the idea that an individual sex role is part of one's total and continuing adjustment to life.

Part I: 56 frames/8 minutes
Part II, Band I: 50 frames/7 minutes
Band II: 45 frames/7 minutes
2 filmstrips; 2 12" LPs/$40.00 7E-100 543
2 filmstrips; 2 cassettes/$44.00/7E-100 550
Discussion Guide

Love and Marriage

Part I centers on discussion by three couples trying to understand love and contemplating marriage: high school students going steady, an engaged college couple, and two young people living together in a "test marriage." Part II introduces a 24-year-old couple married for three years, another couple divorced after nine years and a third happily married for 20 years. A professional marriage counselor helps relate their experiences, views and problems to major concerns of married people — the need for realistic concepts of love and married life, personal maturity, independence and flexibility, ability to adjust in such key areas as sex, money, work, in-laws and parenthood. All participants stress the need for honest self-awareness as the program's candid, non-directional approach sparks enthusiastic group discussion and exploration of issues.

Part I: 70 frames/16 minutes
Part II: 63 frames/13 minutes
2 filmstrips; 2 12" LPs/$40.00/7E-102 705
2 filmstrips; 2 cassettes/$44.00/7E-102 721
Discussion Guide

The Future of the Family

Examines past and present trends in family living and projects them into the future; discusses nuclear and extended families, cluster and communal living; considers forces affecting the family: women's liberation, overpopulation, aspects of urban and suburban life.
2 parts / 8F-101 566

BEST COPY AVAILABLE

Understanding Your Parents

In-depth interviews with young people and parents develop insight into factors affecting parent/child relationships; explore misconceptions and double standards on the part of both; consider how and when productive relationships function. Adult participants candidly discuss: their own envy of freedom enjoyed by youth today; the difficulty of coping with issues like marijuana when young people often know more than they do; the problem of deciding how much authority to exercise; dealing with the temptation to be over-indulgent; facing up to insecurity which inhibits communication with youngsters. Sons and daughters articulate such basic gripes as having arbitrary limitations set on them; feeling as though parents don't trust them. Program is designed to help students talk openly about what happens at home and how they can make things better.

2 filmstrips; 2 12" LPs/$35.00/7E-105 708
2 filmstrips; 2 cassettes/$39.00/7E-105 716
Discussion Guide

Do We Live or Exist? (By the Students)

This 12-minute, full-color sound filmstrip was produced entirely by high school students in Hartsdale, N. Y. They wrote the script, took the photographs, composed and played the jazz/rock score. The program deals poetically with the experience of being young in a world where loneliness, environmental pollution and the difference between living and existing are matters of daily consciousness. The images and poetry create juxtapositions you don't expect — a bleak ghetto street, brick wall slogans, suburban classrooms, the serenity of a silent park, children. It is subjective and powerful. It creates mood, focuses emotion and will fill your classroom with the energy and enthusiasm of open, vibrant dialogue.

151 frames/12 minutes
1 filmstrip; 1 12" LP/$18.00/7E-100 022
1 filmstrip; 1 cassette/$20.00/7E-100 030
Discussion Guide

You and the Law

Part I explores distinctions between felonies and misdemeanors, civil and criminal law, conviction as adult and youthful offender. Program details the life-long consequences of a felony record: loss of voting rights, employment limitations, public and police suspicion. Students discuss personal involvement with vandalism, car theft and narcotics violations, argue pros and cons of laws and law enforcement methods. Part II confronts students with the harsh, immediate realities of arrest and jail, explains how youth courts work, why they are sometimes cruel or inefficient, emphasizes the shattering trauma jail often inflicts on young people. Finally, students hear precisely what their rights are when arrested and how to protect these rights. Program features extensive comment by Milton Rector, Director of the National Council on Crime and Delinquency.

Part I: 117 frames/14 minutes
Part II: 98 frames/15 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-107 274
2 filmstrips; 2 cassettes/$39.00/7E-107 290
Discussion Guide

Growing into Womanhood/ Growing into Manhood

(Revised)

Program explains the male and female reproductive systems, the meaning of puberty in both sexes, maturation processes which accompany puberty — altered growth rates, appearance of body hair, changes in the sexual organs, boys' ability to produce semen, menstruation in girls. Students see how the pituitary, thyroid and adrenal glands help change the body; how testes, ovaries and hormones contribute. Finally, program offers practical suggestions to help boys and girls approach and deal with problems and adjustments intrinsic to this crucial period of personal development. For intermediate grades.

Part I: 63 frames/10 minutes
Part II: 100 frames/16 minutes
2 filmstrips; 2 12" LPs/$40.00/7E-101 939
2 filmstrips; 2 cassettes/$44.00/7E-101 947
Discussion Guide

Reflections of Myself: The Adolescent Experience

Poetry, prose and music created by high school students help form an evocative, largely subjective exploration of youthful emotions and concerns. Sensitive color photos heighten the impact of compositions which express the search for self-definition, recognition, acceptance and "validation" from the world at large. Program explores young people's thoughts about social philosophy and involvement, the process of becoming an adult, and the prospect of functioning maturely in an adult world. An extraordinarily candid tone invites your students to discuss the confusion, apprehension, eagerness and other feelings central to adolescent development today.

2 filmstrips; 2 12" LPs/$35.00/7E-100 089
2 filmstrips; 2 cassettes/$39.00/7E-100 097
Discussion Guide

Think of Others First

Program motivates students to discuss manners, consider their broad social implications and practical daily value. Students quickly recognize the difference between stuffy "don'ts" and real manners — which express basic respect for other people. They see effective ways to ease any number of embarrassing situations, make dates more pleasant, have things go smoothly at home. They receive sound advice on saying hello to a new boy or girl, introducing people, dealing with a date's parents, putting the right emphasis into a simple "thanks." Detailed Discussion Guide helps you lead follow-up discussion on getting along warmly and naturally with friends, family and the opposite sex.

Part I: 62 frames/12 minutes
Part II: 67 frames/13 minutes
2 filmstrips; 2 12" LPs/$35.00/7E-105 153
2 filmstrips; 2 cassettes/$39.00/7E-105 179
Discussion Guide

BEST COPY AVAILABLE

The Adolescent Experience: Forming Beliefs

Program relates the individual's search for personal development to mankind's ongoing quest for the understanding of his universe. Narrative, literary excerpts and art invite students to compare their own reflections with those of ancient, medieval and modern thinkers; introduce students to world views suggested by existentialism, eastern philosophy, mysticism, religious evangelism, humanism, the social ethic; evoke discussion centering on the impact of science and technology on the struggle for spiritual values.

2 filmstrips; 2 12" LPs/	9A-102 382
2 filmstrips; 2 cassettes	9A-102 390
Discussion Guide	

The Adolescent Experience: Developing Values

Program focuses on the process by which values are formed. Creates a developmental overview of value reference points: internalized fear of punishment, relationships with peer groups from early childhood through adolescence, religious influences, school-taught values, parental example and instruction, changing evaluation of parental models, individual convictions underlying value choices. Open-ended dramatization involves *your* group in the process of deciding between conflicting values, searching for one's own moral beliefs.

2 filmstrips; 2 12" LPs/	9A-102 366
2 filmstrips; 2 cassettes	9A-102 374
Discussion Guide	

The Adolescent Experience: Setting Goals

Narrative first suggests key criteria for developing life commitment; emphasizes awareness of potential, ability to examine motivations, willingness to make active choices. Students then evaluate the quality of decision-making demonstrated by: Jeff, a college drop-out who has tried and given up radical activism, eastern meditation, communal living, organic food . . . Alice, a fine pianist who has rejected a career for which she's been groomed and formed a more relaxed lifestyle of her own . . . Steve, a black, working class high school senior who has been offered a football scholarship but feels more comfortable choosing a union career as a sound systems specialist.

2 filmstrips; 2 12" LPs/	9A-103 166
2 filmstrips; 2 cassettes	9A-103 174
Discussion Guide	

The Adolescent Experience: Understanding Emotions

Part I explores psychological, physical and motivational aspects of emotion; discusses emotional complexity, immediate and developmental influences on emotional structure and reaction; explains how emotional responses are learned. Part II concentrates on coping effectively with emotions; deals with emotional stress widely associated with adolescence; demonstrates the value of being able to express emotions which are appropriate to given situations in meaningful ways. Stimulates discussion of emotional maturity—what it is and how it is achieved.

2 filmstrips; 2 12" LPs/	9A-103 182
2 filmstrips; 2 cassettes	9A-103 190
Discussion Guide	

The Adolescent Experience: Interpersonal Relationships

Powerful new format includes a gripping one-act play followed by targeted discussion of the play's conflict and characters —by actors, author and director. Part I dramatizes a difficult stress situation within a basically sound family. Accused of stealing from an employer, Cynthia finds her parents unable or unwilling to respond to the problem as she would like them to. All find they must deal with larger questions: How do adolescents find their independence? How do parents accept it? In Part II, the play's company articulates insights structured to help your students appreciate problems parents must solve within themselves, behavioral options open to young people claiming their full individuality.

2 filmstrips; 2 12" LPs/	9A-102 408
2 filmstrips; 2 cassettes	9A-102 416
Discussion Guide	

The Adolescent Experience: Shaping Identity

Part I helps students relate the many-faceted concept of identity to their own lives; deal with feelings about self-image, individuality, integrity; discover connections between real satisfaction, wise goal-setting and the life-long process of self-examination. Part II focuses on interaction between heredity and environment; examines influences of family, peer groups. Emphasizes that clear understanding of identity involves awareness of changes within oneself. Format blends searching peer comment with excerpts from Walt Whitman, e.e. cummings, Herman Hesse, Somerset Maugham, Eugene O'Neill, James Agee.

2 filmstrips; 2 12" LPs/	9A-103 141
2 filmstrips; 2 cassettes	9A-103 158
Discussion Guide	

Values for Teenagers in the 1970's

Provocative peer comment and probing narrative invite your students to discuss value conflicts underlying contemporary social choices. Program examines attitudes toward marijuana and other drug use, cigarette smoking and drinking. Relates adult hypocrisy to youth behavior; analyzes the impact of peer norms and pressures on decision-making. Stresses the availability of personal choices and the meaning of values as an expression of true individuality and integrity.

2 filmstrips; 2 12" LPs/	9A-104 107
2 filmstrips; 2 cassettes	9A-104 115
Discussion Guide	

Group Discussion Techniques in Guidance

This 20-minute tape features sound filmstrip content as input leading to actual discussion among young people—*demonstrates* role playing, "six by six," "fishbowl" and other techniques for follow-up group discussion; led by Richard Greenfield, innovator in group guidance methodology at the City University of New York.

1 cassette	9A-800 910

I Never Looked at It That Way Before

American Film Festival Blue Ribbon Award

Examines smoking, drinking, drugs, sexual experimentation from the teenager's point of view. Young people express their own arguments and experiences: "I've been around. I won't get any girl in trouble." "Everybody smokes. Parents, teachers. So I smoke too." "The other kids would have dropped me cold, so I went along." The color photographs and statistics on cancer, drug addiction, drunken driving, unwanted pregnancy help disprove destructive teenage myths. Program warns against thoughtless trial and error testing.

Part I: 68 frames/16 minutes
Part II: 76 frames/15 minutes

2 filmstrips; 2 12" LPs/	9A-102 101
2 filmstrips; 2 cassettes	9A-102 127
Discussion Guide	

A Strategy for Teaching Values

An in-service training unit demonstrating optimum application for the *First Things®: Values* series. Includes a theoretical background, examples of implementation and a discussion model for the children. Developed, photographed and recorded in real schools with teachers and pupils reacting spontaneously to the materials.

Part I: 63 frames/10 minutes
Part II: 62 frames/10 minutes
Part III: 50 frames /6 minutes

3 filmstrips; 2 12" LPs/	9A-319 127
3 filmstrips; 2 cassettes	9A-319 135
Discussion Guide	

BEST COPY AVAILABLE

Understanding Changes in the Family

Five new sound filmstrips stimulate positive classroom discussion of family roles, sibling conflict, adoption, divorce, death. Part I, *What's a Family?*, introduces nuclear, single parent and extended family types; explores parents' roles in providing, teaching and children's roles in assisting with chores, helping siblings. Emphasizes value of cooperation among children, parents, grandparents, importance of reciprocal emotional support. (Produced in black and white.) Part II, *Little Brother, Big Pest!*, dramatizes a boy's feelings of jealousy and rejection caused by a younger sibling; invites children to discuss their own experiences. Part III, *We're Adopted!*, explains what adoption is, why it happens; emphasizes similarities between being a natural and an adopted child. Part IV, *Not Together Anymore*, focuses on reasons for divorce, children's reactions and the need for children to adjust. Part V, *Playing Dead*, articulates children's anxiety about death through peer group conversation; offers forthright explanation of how and why death occurs; creates positive mood through calm, confident tone; invites reassuring group discussion.

5 filmstrips; 5 12" LPs	9A-303 246
5 filmstrips; 5 cassettes	9A-303 253
Discussion Guide	

And They Lived Happily Ever After? Understanding Teenage Marriage

Identifies major reasons for teenage marriage: pregnancy, escape from home, sexual guilt, the draft, group status, "drifting into marriage." Considers handicaps of early marriage: economic stress, educational limitation, financial and emotional dependence on parents. Explores influence of social custom, religion. Teenagers and marriage "veterans" describe their experiences and plans; create identification; stimulate group dialogue.

Part I: 106 frames/20 minutes
Part II: 104 frames/21 minutes

2 filmstrips; 2 12" LPs	9A-100 253
2 filmstrips; 2 cassettes	9A-100 279
Discussion Guide	

Parenthood: Myths and Realities

Part I depicts daily parent-child interactions from the *child's* viewpoint; demonstrates the need for responsibility and commitment in parental behavior; emphasizes the importance of understanding child development; indicates the many challenges couples face when they become families. Part II features round-table discussion led by Psychiatrist Robert Gould. Parents discuss ways couples are pressured into having children by family, friends, mass media; examine psychological needs to prove masculinity or femininity, the desire to "save" a marriage or find personal fulfillment through a child. Finally, participants strongly emphasize the need for prospective parents to examine their motivations.

2 filmstrips; 2 12" LPs	9A-103 786
2 filmstrips; 2 cassettes	9A-103 794
Discussion Guide	

Transportation: Where Do We Go from Here?

American Film Festival Honors

Surveys the history of American transportation; examines chronic urban and highway congestion in the 450-mile northeastern megalopolis. Senator Pell of Rhode Island explains why he calls for federal railroad aid; probes roots of mass transit failure and reasons for airport jam-ups. Former Secretary of Transportation, Alan Boyd, reviews steps already taken; discusses legislative and other measures still needed. *Produced in cooperation with The Associated Press*.

118 frames/19 minutes

1 filmstrip; 1 12" LP	9A-420 800
1 filmstrip; 1 cassette	9A-420 826
Discussion Guide	

The Welfare Dilemma

Features former Presidential Advisor Moynihan; HEW Undersecretary John Veneman; Mitchell Ginsberg, formerly of New York City's Human Resources Commission; Dr. George Wiley, National Rights Organization. Part I reviews aid to families with dependent children, to the aged, blind, disabled; probes denial of aid to many in need, inter-state inequities, lack of job training and counseling, self-perpetuated dependency, inadequacies of Medicaid and Food Stamps programs. Part II examines the National Welfare Rights Organization and new federal approaches to welfare. *Produced in cooperation with The Associated Press*.

Part I: 63 frames/10 minutes
Part II: 58 frames/10 minutes

2 filmstrips; 2 12" LPs	9A-423 002
2 filmstrips; 2 cassettes	9A-423 010
Discussion Guide	

Personal Commitment: Where Do You Stand?

Seven young people discuss personal and social commitment in their own lives; attempt to define "commitment," "involvement," "opposition," "social responsibility"; relate these concepts to active identification with causes and groups. Stressing the value of self-awareness, self-belief and responsibility, participants explore criteria for positive commitment; discuss ways to evaluate experiences, foresee consequences of specific actions; understand the role of emotion in determining the essential "rightness" of decisions. Encourages *your* students to discuss their own activities and feelings about commitment.

Part I: 92 frames/13 minutes
Part II: 92 frames/12 minutes

2 filmstrips; 2 12" LPs	9A-100 923
2 filmstrips; 2 cassettes	9A-100 931
Discussion Guide	

Environment: Changing Man's Values

Part I pictures results of overproduction and over-consumption, overuse of chemical agents, population pressures, runaway technology; stresses the need for individuals to change personal values and priorities *now*. Part II examines political and economic policies inviting ecological disaster; discusses de-emphasis of highway building and cars, "throwaway" convenience; calls for increased local activism. Comment by Denis Hayes, Environmental Action; Dr. Barry Commoner, Center for the Biology of Natural Systems; Stewart L. Udall, former Secretary of the Interior.

Part I: 96 frames/14 minutes
Part II: 90 frames/13 minutes

2 filmstrips; 2 12" LPs	9A-405 207
2 filmstrips; 2 cassettes	9A-405 215
Discussion Guide	

The People Problem

American Film Festival Honors

Part I examines reasons for population explosion, food and space shortages it creates, malnutrition in countries such as India, mental health threats posed by urban population compression, vast impact on world balance of natural resources. Part II discusses population control methods, opposition from the Church, political interests, ethnic groups. Considers U.N. and other work on miracle crops, fish-based foods; limits of "expanding supply" approach. Comment by Bernard Berelson, The Population Council; Alan F. Guttmacher, Planned Parenthood. *Produced in cooperation with The Associated Press*.

Part I: 100 frames/14 minutes
Part II: 91 frames/14 minutes

2 filmstrips; 2 12" LPs	9A-416 329
2 filmstrips; 2 cassettes	9A-416 345
Discussion Guide	

BEST COPY AVAILABLE

***The Migrant Worker**

Created exclusively from interviews and photography done on location in Florida and Maryland, program depicts lifestyles, working conditions, housing and wages, nutritional deficiencies, educational and legal deprivation, treatment by residents and police, feelings toward owners and society. Farmers and newspaper editor discuss economic pressures on employers, feelings about migrants. Program considers local migrant organizations and prospects for unionization by the United Farm Workers.

Part I: 62 frames/10 minutes
Part II: 71 frames/12 minutes
2 filmstrips; 2 12" LPs/ '9A-413 524
2 filmstrips; 2 cassettes, /9A-413 532
Student Manual
Discussion Guide

People Who Make Things (Gr. 5-9)

Part I explores the satisfaction of makir something useful, putting pride and ca into a piece of workmanship; suggests tl many fields in which people work creative with their hands; introduces the people fe tured in the following three parts. Part a skilled construction worker describes h part in building a DC 10 airplane. Part I a chef shows students how he prepar fine food. Part IV: an inventor explains h craft, shows how his products make li more enjoyable for people.

4 filmstrips; 4 10" LPs/ '9A-301 786
4 filmstrips; 4 cassettes/ 9A-301 794
Discussion Guide

***People Who Influence Others (Gr. 5-9)**

Part I emphasizes gregariousness, self-confidence, sensitivity, empathy and other qualities shared by people who make a living through positive interaction with others; introduces the people featured in the following three parts. Part II: a cosmetics demonstrator and model talks about selling products she believes in. Part III: a country agent invites students along to a dairy farm where he helps farmers improve their methods. Part IV: an advertising executive demonstrates her leadership responsibilities, discusses influencing people through public service media campaigns.

4 filmstrips; 4 10" LPs/ '/9A-301 869
4 filmstrips; 4 cassettes/ '9A-301 877
Discussion Guide

People Who Organize Facts (Gr. 5-9)

Part I shows how our society depends on information; surveys information-centered careers and relates them to gifts for detail, organization, problem-solving; introduces the people featured in the following three parts. Part II—a sportscaster communicates his own fascination with facts and figures; Part III—an automotive researcher shows how he finds the facts needed to restore antique cars with loving accuracy; Part IV—a bakery packaging forewoman tells how she organizes the facts of a vast production line to keep cookies and crackers on supermarket shelves.

4 filmstrips; 4 10" LPs/ '9A-301 828
4 filmstrips; 4 cassettes/ '9A-301 836
Discussion Guide

People Who Work in Science (Gr. 5-9)

Part I emphasizes curiosity, precision, aptitude for scientific method—as personality factors related to occupations in science and allied technical fields; introduces the people featured in the following three parts. Part II—a recording engineer creates a lively TV commercial and talks about his work in sound production; Part III—a crime lab technician explains her part in determining guilt or innocence by means of chemical analysis; Part IV—an ocean life scientist discusses his intriguing experiments with sea lions, whales and porpoises.

4 filmstrips; 4 10" LPs/ '9A-301 588
4 filmstrips; 4 cassettes/ '9A-301 596
Discussion Guide

People Who Create Art (Gr. 5-9)

Part I attempts to define the nature of talent, inner-direction, desire to communicate, as they motivate musicians, sculptors, painters, writers, artisans, designers. Part II—a puppeteer-actress-costume designer-seamstress shows how it is backstage and out front; Part III—a young drummer plays, teaches, composes and tells why music is his life; Part IV—an industrial designer explains the challenge of making a playground both fun *and* a learning experience.

4 filmstrips; 4 10" LPs/ '9A-301 844
4 filmstrips; 4 cassettes/ '9A-301 851
Discussion Guide

People Who Help Others (Gr. 5-9)

Part I shows the variety of occupations devoted to helping individuals and groups; relates this work to qualities of commitment, compassion, empathy; introduces the people featured in the following three parts. Part II—a community organizer helps rural Mississippians bring running water to their community; Part III—a daycare worker shows how she works with children, expresses her feelings of accomplishment; Part IV—a physiotherapist demonstrates how she helps crippled children to lead productive, independent lives.

4 filmstrips; 4 10" LPs/ '9A-301 687
4 filmstrips; 4 cassettes/ '9A-301 695
Discussion Guide

BEST COPY AVAILABLE

Our Credit Economy

After a brief review of mass credit availability, its advantages and disadvantages, Senator William Proxmire explains how deceptive credit practices exploit the poor, how the Truth in Lending Law gives protection. Examines hazards also facing middle class credit users. Alfred Bloomingdale of Diners Club discusses his reasons for believing that "everybody should live beyond their means." American Express General Manager, Richard Howland, describes the role of credit bureaus in determining eligibility for credit. Program considers questionable credit reporting practices; invasion of privacy, legislation to curb these abuses. *Produced in cooperation with The Associated Press.*

Part I: 70 frames/10 minutes
Part II: 59 frames/9 minutes
2 filmstrips; 2 12" LPs/$ '9A-416 766
2 filmstrips; 2 cassettes/ '9A-416 774
Discussion Guide

The Price of Credit

Dramatizes a used car "deal" to demonstrate deceptive sales practices; underscores the importance of reading *all* sales documents and insisting they be completed before signing. Explores credit problems; suggests comparison shopping for best credit terms.

58 frames/9 minutes
1 filmstrip; 1 10" LP '9A-403 582
1 filmstrip; 1 cassette '9A-403 590
Discussion Guide

The Exploited Generation

Probes the economic and cultural role of mass advertising in our society. Part I explores ways advertisers and manufacturers research youth's tastes and interests. Young people discuss buying habits and motivations, distinctions between wise and unwise buying, use of status, personal insecurity and conformism as selling tactics. Part II offers consumer orientation; discusses dealing with sales personnel, credit buying, banking. Exclusive interviews with former Presidential Advisor Betty Furness, disc jockey Gary Stevens, George Johnson of *Seventeen* magazine, Samuel Grafton, publisher of *Youth Report*.

Part I: 107 frames/14 minutes
Part II: 105 frames/14 minutes
2 filmstrips; 2 12" LPs/$ '9A-101 251
2 filmstrips; 2 cassettes/ '9A-101 277
Discussion Guide

Our Money System

Reviews the functions of "pocket money"; history of money in the U.S.; roles of gold, silver and Federal Reserve notes, manufacture of money; discusses banking, loans, credit, inflation, recession. Traces the history of banking prior to creation of the Federal Reserve system in 1913. G.W. Mitchell of the Federal Reserve's governing board then explains this institution's multiple functions to assure economic stability. *Produced in cooperation with The Associated Press.*

108 frames/21 minutes
1 filmstrip; 1 12" LP/ '9A-415 800
1 filmstrip; 1 cassette/ '9A-415 826
Discussion Guide

Making Ends Meet

Structures a model family budget emphasizing orderly allocation of money resources. Stresses the importance of staying within preset limits, maintaining flexibility in priorities, particularly when contemplating luxury purchases.

55 frames/8 minutes
1 filmstrip; 1 10" LP/ '9A-403 665
1 filmstrip; 1 cassette/ '9A-403 673
Discussion Guide

Buyer Beware!

Illustrates the wide variety of frauds and misrepresentations commonly found in advertising, retail practices and labeling; gives students specific awareness of what to watch out for as they make ordinary and special purchases.

56 frames/8 minutes
1 filmstrip; 1 10" LP/ '9A-403 640
1 filmstrip; 1 cassette '9A-403 657
Discussion Guide

***Money Well Spent**

Describes the vastness of our American economy; discusses the relationship between consumer and seller/advertiser; considers sales appeal based on consumer insecurity, gullibility; emphasizes the importance of digging hard information from ads and labels.

71 frames/8 minutes
1 filmstrip; 1 10" LP/$17.50/9A-403 517
1 filmstrip; 1 cassette/$19.50/9A-403 525
Discussion Guide

The Farm Question

Exclusive comment by Orville Freeman, former Secretary of Agriculture and Robert Fleming, Secretary-Treasurer of the Farm Bureau on the basic paradox of American agriculture: high productivity and low income. They also discuss the agricultural cost-price squeeze problems of small farmers. Program reviews the history of farm organizations, the Grange, the Populist Party. In Part II, Freeman and Fleming explain and debate price supports and unionization of agricultural workers now exempt from federal labor legislation. *Produced in cooperation with The Associated Press.*

Part I: 72 frames/13 minutes
Part II: 74 frames/15 minutes
2 filmstrips; 2 12" LPs/ '9A-406 106
2 filmstrips; 2 cassettes/ '9A-406 122
Discussion Guide

Automation: Promise or Threat?

American Film Festival Blue Ribbon Award

Traces automation from the Industrial Revolution to modern computer applications in industry, manufacturing and service; outlines an even more automated future of "money cards," teaching machines, "instant" medical diagnoses, lightning-swift production. Management consultant John Diebold discusses social implications of automation, for privacy and lifestyles, for employment, for relative positions of labor and management, for job trends. *Produced in cooperation with The Associated Press.*

117 frames/20 minutes
1 filmstrip; 1 12" LP/ '9A-400 802
1 filmstrip; 1 cassette/ '9A-400 828
Discussion Guide

The Corporation

Part I outlines the Industrial Revolution, the advent of railroads, of iron, steel and oil empires, and eventual anti-trust legislation; examines the assembly line and efficiency engineering; explains how World War II and Korea benefited our economy; explores mergers and conglomerates of the '50's and '60's. In Part II, businessmen describe the modern corporation's awareness of social responsibility, eagerness to combat racism, poverty, environmental pollution. *Produced in cooperation with The Associated Press.*

Part I: 84 frames/14 minutes
Part II: 74 frames/13 minutes
2 filmstrips; 2 12" LPs/ '9A-403 863
2 filmstrips; 2 cassettes/ '9A-403 889
Discussion Guide

BEST COPY AVAILABLE

*What to Expect at College

Part I. College students inform and reassure the college-bound student; discuss loneliness, adjustments to dormitory life, roommates, personal finances, social pressures, drugs, drinking, politics, cultural awareness, day-to-day independence. Part II explains how to cope with the demands of college-level work; suggests ways to seek help, build self-discipline, schedule time; covers new grading systems; discusses new stature of college students as adult members of the community.

Part I: 69 frames/8 minutes
Part II: 72 frames/10 minutes
2 filmstrips; 2 12" LPs '9A-100 147
2 filmstrips; 2 cassettes '9A-100 154
Discussion Guide

Which College for You?

Part I. Young people describe their own experiences in traditional and experimental programs, social life at large universities, small private colleges and sexually segregated colleges, demands of day attendance in the city, distinctions between specialized and liberal arts programs. Part II. Students talk about relating goals, personality, financial and academic abilities to colleges available; determining the importance of these criteria and using them to help select one of the many colleges "right" for any individual.

Part I: 74 frames/8 minutes
Part II: 62 frames/8 minutes
2 filmstrips; 2 12" LPs '9A-100 105
2 filmstrips; 2 cassettes '9A-100 113
Discussion Guide

College? It's Up to You

Highly innovative photo / graphics express the complexity of college decision-making—as a crosssection of adults and students (from college and non-college homes) talk about personal and financial rewards of college education; discuss delaying college in favor of experience in the "real world," using college as a means of "finding" oneself. Young people emphasize the value of talking with guidance counselors and others; explain the basics of using college catalogs; discuss visiting colleges, SAT's, general financial options and assistance, application strategies.

Part I: 68 frames/12 minutes
Part II: 68 frames/8 minutes
2 filmstrips; 2 12" LPs '9A-100 121
2 filmstrips; 2 cassettes '9A-100 139
Discussion Guide

The Effective Teacher: Family Life and Sex Education

Author: Deryck Calderwood, Family Life and Sex Education Consultant

Part I discusses the need for sex education at elementary, junior and senior high school levels, stresses need for teachers to build mastery of all facts, self-awareness, professional objectives, realistic communication with students. Examines methods of stimulating discussion, relating material to individuals and groups, subordinating bias, using school and local referral procedures. Emphasizes universality of teachers' need for reassurance. Parts II and III illustrate these points in action during recorded classroom sessions as narrative explains specific question-answer decisions and techniques. Stop-banded records facilitate discussion at key points.

Part I: 112 frames/19 minutes
Part II: 89 frames/15 minutes
Part III: 87 frames/18 minutes
3 filmstrips; 3 12" LPs '9A-105 013
3 filmstrips; 3 cassettes V9A-105 021
Discussion Guide

BEST COPY AVAILABLE

Preparing for the Jobs of the '70's
Investigates changing economic and cultural patterns and relates them to education and training required to meet future needs. Discusses opportunities for technicians of all types — repair, maintenance specialists, medical personnel, education and training specialists, service people.
2 parts / 8F-103 802

Preparing for the World of Work
Deals with five major vocational areas: home economics, trade and industry, agriculture, distribution, and business and office. Developed with the Ohio State Department of Education, Division of Guidance and Testing.
2 parts / 8F-103 901

Your Job Interview
Shows how employers use the job interview to evaluate applicants. Suggests questions about fringe benefits, job functions, holiday and vacation pay policies, "union" and "open" shops, working conditions, overtime.
2 parts / 8F-107 654

Why Work at All?
Three young people discuss job "satisfaction," material rewards, personal growth; emphasize personal experiences. Cast: Tom, working class, money-oriented; Ed, black, into self-expression; Jane, exploring work's new meaning for women.
1 part / 8F-106 318

Trouble at Work
U.S. Industrial Film Festival Certificate
Realistic dramatizations explore conflict between: the impatient apprentice and stern master mechanic; the family-burdened hospital worker and the supervisor faced with absenteeism; the mistake-prone salesgirl and her gruff, non-supportive boss; an ambitious filling-station worker and his unmotivated pal.
2 parts / 8F-100 337

Choosing Your Career
Examines six primary types of jobs — artistic, conventional, enterprising, intellectual, realistic, social. Program stresses that job satisfaction, stability and accomplishment depend upon relationship between one's personality and the job environment.
2 parts / 8F-100 683

Your First Week on the Job
Humorous dramatizations help reduce students' anxiety; prepare them for coping with new personalities, rules, decisions; stimulate relaxed group talk about entering the world of work.
2 parts / 8F-101 988

Jobs for High School Students
Provides advice on locating good jobs by relating specific jobs to student objectives. Distinguishes between jobs that provide special experience for subsequent employment and those that offer pocket money or good wages only.
2 parts / 8F-102 291

A Job That Goes Someplace
Dramatized situations *involve* students in typical choices, build awareness of the career "lattice" concept, relate pre-job strategy and on-job attitude to advancement and satisfaction.
2 parts / 8F-102 275

Dropping Out: Road to Nowhere
American Film Festival
Blue Ribbon Award
Dropouts tell what they found "on the outside," reasons for returning to school. Program focuses on high school diplomas as necessary for career patterns now developing and realistically tells what the dropout can expect on the outside.
2 parts / 8F-101 103

Somebody's Cheating!
American Film Festival
Blue Ribbon Award
Discusses moral and practical questions from many viewpoints; emphasizes destructiveness of cheating and importance of personal integrity.
2 parts / 8F-104 958

Jobs and Gender
Explores how sexual barriers and stereotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through interviews with male kindergarten teachers, a male nurse, a female carpenter and a female newspaper reporter.
2 parts / 8F-103 349

Dare to Be Different
American Film Festival Honors
Explores pressures to conform in our society, styles of nonconformity; suggests criteria for drawing the line between destructive and constructive reactions to group and social norms.
2 parts / 8F-100 956

BEST COPY AVAILABLE

*What to Expect at College

Part I. College students inform and reassure the college-bound student; discuss loneliness, adjustments to dormitory life, roommates, personal finances, social pressures, drugs, drinking, politics, cultural awareness, day-to-day independence. Part II explains how to cope with the demands of college-level work; suggests ways to seek help, build self-discipline, schedule time; covers new grading systems; discusses new stature of college students as adult members of the community.

Part I: 69 frames/8 minutes
Part II: 72 frames/10 minutes
2 filmstrips; 2 12" LPs, '9A-100 147
2 filmstrips; 2 cassettes, '9A-100 154
Discussion Guide

Which College for You?

Part I. Young people describe their own experiences in traditional and experimental programs, social life at large universities, small private colleges and sexually segregated colleges, demands of day attendance in the city, distinctions between specialized and liberal arts programs. Part II. Students talk about relating goals, personality, financial and academic abilities to colleges available; determining the importance of these criteria and using them to help select one of the many colleges "right" for any individual.

Part I: 74 frames/8 minutes
Part II: 62 frames/8 minutes
2 filmstrips; 2 12" LPs. '9A-100 105
2 filmstrips; 2 cassettes. '9A-100 113
Discussion Guide

College? It's Up to You

Highly innovative photo / graphics express the complexity of college decision-making—as a crosssection of adults and students (from college and non-college homes) talk about personal and financial rewards of college education; discuss delaying college in favor of experience in the "real world," using college as a means of "finding" oneself. Young people emphasize the value of talking with guidance counselors and others; explain the basics of using college catalogs; discuss visiting colleges, SAT's, general financial options and assistance, application strategies.

Part I: 68 frames/12 minutes
Part II: 68 frames/8 minutes
2 filmstrips; 2 12" LPs. '9A-100 121
2 filmstrips; 2 cassettes. '9A-100 139
Discussion Guide

The Effective Teacher: Family Life and Sex Education

Author: Deryck Calderwood, Family Life and Sex Education Consultant

Part I discusses the need for sex education at elementary, junior and senior high school levels, stresses need for teachers to build mastery of all facts, self-awareness, professional objectives, realistic communication with students. Examines methods of stimulating discussion, relating material to individuals and groups, subordinating bias, using school and local referral procedures. Emphasizes universality of teachers' need for reassurance. Parts II and III illustrate these points in action during recorded classroom sessions as narrative explains specific question-answer decisions and techniques. Stop-banded records facilitate discussion at key points.

Part I: 112 frames/19 minutes
Part II: 89 frames/15 minutes
Part III: 87 frames/18 minutes
3 filmstrips; 3 12" LPs, '9A-105 013
3 filmstrips; 3 cassettes V9A-105 021
Discussion Guide

BEST COPY AVAILABLE

Preparing for the Jobs of the '70's
Investigates changing economic and cultural patterns and relates them to education and training required to meet future needs. Discusses opportunities for technicians of all types — repair, maintenance specialists, medical personnel, education and training specialists, service people.
2 parts / 8F-103 802

Preparing for the World of Work
Deals with five major vocational areas: home economics, trade and industry, agriculture, distribution, and business and office. Developed with the Ohio State Department of Education, Division of Guidance and Testing.
2 parts / 8F-103 901

Your Job Interview
Shows how employers use the job interview to evaluate applicants. Suggests questions about fringe benefits, job functions, holiday and vacation pay policies, "union" and "open" shops, working conditions, overtime.
2 parts / 8F-107 654

Why Work at All?
Three young people discuss job "satisfaction," material rewards, personal growth; emphasize personal experiences. Cast: Tom, working class, money-oriented; Ed, black, into self-expression; Jane, exploring work's new meaning for women.
1 part / 8F-106 318

Trouble at Work
U.S. Industrial Film Festival Certificate
Realistic dramatizations explore conflict between: the impatient apprentice and stern master mechanic; the family-burdened hospital worker and the supervisor faced with absenteeism; the mistake-prone salesgirl and her gruff, non-supportive boss; an ambitious filling-station worker and his unmotivated pal.
2 parts / 8F-100 337

Choosing Your Career
Examines six primary types of jobs — artistic, conventional, enterprising, intellectual, realistic, social. Program stresses that job satisfaction, stability and accomplishment depend upon relationship between one's personality and the job environment.
2 parts / 8F-100 683

Your First Week on the Job
Humorous dramatizations help reduce students' anxiety; prepare them for coping with new personalities, rules, decisions; stimulate relaxed group talk about entering the world of work.
2 parts / 8F-101 988

Jobs for High School Students
Provides advice on locating good jobs by relating specific jobs to student objectives. Distinguishes between jobs that provide special experience for subsequent employment and those that offer pocket money or good wages only.
2 parts / 8F-102 291

A Job That Goes Someplace
Dramatized situations *involve* students in typical choices, build awareness of the career "lattice" concept, relate pre-job strategy and on-job attitude to advancement and satisfaction.
2 parts / 8F-102 275

Dropping Out: Road to Nowhere
American Film Festival
Blue Ribbon Award
Dropouts tell what they found "on the outside," reasons for returning to school. Program focuses on high school diplomas as necessary for career patterns now developing and realistically tells what the dropout can expect on the outside.
2 parts / 8F-101 103

Somebody's Cheating!
American Film Festival
Blue Ribbon Award
Discusses moral and practical questions from many viewpoints; emphasizes destructiveness of cheating and importance of personal integrity.
2 parts / 8F-104 958

Jobs and Gender
Explores how sexual barriers and stereotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through interviews with male kindergarten teachers, a male nurse, a female carpenter and a female newspaper reporter.
2 parts / 8F-103 349

Dare to Be Different
American Film Festival Honors
Explores pressures to conform in our society, styles of nonconformity; suggests criteria for drawing the line between destructive and constructive reactions to group and social norms.
2 parts / 8F-100 956

BEST COPY AVAILABLE

Which College for You?
Establishes basic criteria for intelligent college selection. Discusses social, geographic, academic and financial considerations. Stimulates self-evaluation, exchange of ideas.
2 parts / 8F-100 105

Different Ways to Go to College
Explores non-traditional ways to higher education degrees. Features interviews with students involved in "University Without Walls," work-study programs, independent study, foreign and domestic exchange, open enrollment and two-year colleges.
2 parts / 8F-103 406

Liking Your Job and Your Life
Built around candid interviews with a black construction worker, a female factory worker, a Spanish-American community worker, a self-employed radio/TV repairman.
2 parts / 8F-102 671

Developing Your Study Skills
Written and narrated by Abraham Lass, former Principal, Abraham Lincoln High School, Brooklyn, N.Y. Program introduces students to successful methods of studying, including scheduling, environment and attitude.
2 parts / 8F-101 004

Testing, Testing, Testing
Helps students approach tests with confidence. Gives six rules for test-taking, advice on preparing for different types of examinations, avoiding pitfalls, relaxing, organizing essay questions, handling multiple-choice tests.
2 parts / 8F-105 104

High School Course Selection and Your Career
American Personnel and Guidance Association Award
Program establishes practical relationships between educational choice and career planning by exploring basic concepts, study skills, attitudes, importance of decision-making. Written by Dr. John G. Odgers, Director, and David W. Winefordner, Division of Guidance and Testing, Ohio State Department of Education.
2 parts / 8F-101 806

The Role of the Counselor in the Secondary School
American Film Festival Honors
Explores the counselor's interaction with teachers, course planning, career and college selection, and parent conferences. Produced in cooperation with the American Personnel and Guidance Association.
1 part / 8F-104 206

BEST COPY AVAILABLE

Masculinity and Femininity
Author: Richard Hettlinger, Professor of Religion, Kenyon College
Students examine physical, social, emotional factors contributing to sexual role definition; learn how traditional stereotypes of male and female roles are changing.
2 parts / 8F-103 000

Your Personality: The You Others Know
Program describes personality as distinct from character; discusses positive and negative personality traits; stresses importance of working for self-discovery, remaining open to diversity in others.
2 parts / 8F-100 972

Beginning to Date
Created to inform and reassure junior high boys and girls about personal feelings, social conventions. Seven banded segments invite discussion of dramatized situations.
1 part / 8F-100 865